Learning Outcomes Data for the Senate Committee on Instructional Program Priorities

Program: M.S. in Counseling: CAREER SPECIALIZATION

Department: EDC / Counselor Education

Number of students enrolled in the Career Program in Fall, 2011: 53

Faculty member completing template: Dr. Susan Wycoff (Date January 20, 2012)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The 60 unit Career Counseling Program is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and therefore, is curriculum standards and learning-outcomes based. Upon successful program completion, students are license eligible for the Licensed Professional Clinical Counselor (LPCC) which is regulated by the California Board of Behavioral Science (BBS). This license serves as evidence of significant training and clinical competence and enables individuals to operate a private practice in California. Students are also eligible to become National Certified Counselors (NCC), and may sit for the National Counselor Examination (NCE) in the last semester of their program of study. Our curriculum and practica experiences are linked to identified learning outcomes and each of these learning outcomes is assessed by student performance. For specific information regarding these changes the reader is referred to the CACREP and BBS approval documents available from the author of this report upon request.

[Please limit your response to 200 words or less]

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

The Career Program has 12 stated learning outcomes (see Appendix A). These outcomes are tied to critical knowledge, attitudes/awareness, and skills for Career counselors. Meeting these learning outcomes leads directly to the M.S. degree, and if desired, the LPCC and NCC. Following are three of those goals that encapsulate the 12 learning outcomes:

A. Career Counseling graduates will possess theoretical knowledge, awareness, and skills to work as effective career counselors/career development specialists, and consultants in a variety of
settings: community-based agencies, community colleges or universities, business, industry, and government.

B. Career Counseling graduates will possess theoretical knowledge, awareness, and skills to facilitate a career development/career decision-making/planning process with groups and individuals that integrate personal, social, and career needs.

C. Career Counseling graduates will possess theoretical knowledge, awareness, and skills to address current issues, such as career self-reliance, work/family/life balance, diversity, and lifelong learning.

[Please limit your response per outcome to 300 words or less]

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

The University’s Baccalaureate Learning Goals are not applicable. The M.S. degree in Career Counseling is a 60 unit graduate level program.

[Please limit your response to 400 words or less]

4. For each desired outcome indicated in item 2 above, please:

   a) Describe the method(s) by which its ongoing pursuit is monitored and measured. b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected. c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program. Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

   a) Describe the method(s) by which the Career program is monitored and measured:

Career Counseling graduates will possess theoretical knowledge, awareness, and skills to work as effective career counselors/career development specialists, and consultants in a variety of settings: community-based agencies, community colleges or universities, business, industry, and government.

1) Assessment and evaluation in (EDC 216; 280; 260)
2) Counseling practicum & field study evaluations (EDC 280; 475; 480)
3) Papers, discussions, assessment and presentations in counseling seminars (EDC 210; 216; 260)
4) Field study site supervisor evaluations (EDC 262; 480)
5) Culminating Experience: Counselor Preparation Comprehensive Examination (EDC 290)
6) Culminating Career client case study (EDC 480; 290).

Career Counseling graduates will possess theoretical knowledge, awareness, and skills to facilitate a career development/career decision-making/planning process with groups and individuals that integrate personal, social, and career needs.
1) Assessment and evaluation in (EDC 231; 264; 266; 268)
2) Counseling practicum & field study evaluations (EDC 280; 475; 480)
3) Papers, discussions, assessment and presentations in counseling seminars (EDC 210; 218; 219; 233; 250; 296L)
4) Field study site supervisor evaluations (EDC 262; 480)
5) Culminating Experience: Counselor Preparation Comprehensive Examination (EDC 290)
6) Culminating Career client case study (EDC 480; 290).

Career Counseling graduates will possess theoretical knowledge, awareness, and skills to address current issues, such as career self-reliance, work/family/life balance, diversity, and lifelong learning.

1) Assessment and evaluation in (EDC 264; 268)
2) Counseling practicum & field study evaluations (EDC 280; 475; 480)
3) Papers, discussions, assessment and presentations in counseling seminars (EDC 210; 212; 214; 219; 233; 250; 296L)
4) Field study site supervisor evaluations (EDC 262; 480)
5) Culminating Experience: Counselor Preparation Comprehensive Examination (EDC 290)
6) Culminating Career client case study (EDC 480; 290).

b) Include a description of the sample of students from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.

EDC 280 and EDC 475 instructors evaluate Career Program students using the Basic Counseling Skills Evaluation (BCSE), which was developed by the Department of Counselor Education faculty. This tool uses a 5-point Likert scale to measure students’ performance on 32 items. Although this scale provides an overall assessment of students’ counseling skills, the 32 items are also divided into 5 subcategories (i.e., Session Management, Attending and Facilitation Skills, Goal Setting and Achievement, Theoretical and Professional Knowledge, Personal Skills, and Outside of Counseling Sessions) that allow instructors to clearly identify students’ strengths and areas for growth.

EDC 480 site supervisors evaluate Career Program students using a 5-point Likert-type scale that assesses counseling skills and techniques; professional conduct, responsibility, and ethics; motivation and independent initiative; ability to work with others; administrative and procedural skills; attendance, punctuality, and time management; case management; and overall performance. Case Study: EDC 480 instructors evaluate students on their written case study. The case study includes the following client, agency, and counselor information: client background information and presenting problem, client assessment, counseling goals and interventions, counselor’s cultural and ethical responsiveness, counselor’s critique of career site, and counselor’s self-reflection. Counselor Preparation Comprehensive Examination (CPCE): Students complete the CPCE (a standardized national counselor exam) in EDC 290. The CPCE measures students’ knowledge and understanding of the CACREP 8 core content areas: C1: Human Growth & Development, C2: Social & Cultural Foundations, C3: Helping Relationships, C4: Group Work, C5: Career &

c) Describe and append a sample of the “instrument,” “artifact” or other device used to assess the status of the learning outcomes desired by the program.

A sample evaluation templates used by the Career Counseling Program are in the Appendices.

d) Explain how the program faculty analyzed and evaluated the data to reach conclusions about each desired student learning outcome.

Our faculty selected assessment instruments that would provide a wide measure of student performance in a number of counseling domains. Our ultimate goal is to ensure that our candidates develop the necessary counseling skill sets as well as create a productive learning environment for our students. Assessment instruments have items that adequately measure candidates’ performance as relates to 1) skill assessment and 2) field related knowledge base. Our data from the CPCE results reveal that our Career students' performance is above the national average. The basic counseling skills checklists allows faculty to evaluate candidates twice during the semester which informs us on how well candidates develop and practice the fundamental counseling skills. This provides an opportunity for the students to receive constructive feedback throughout the semester and program, thus, giving them opportunities to practice and improve in their deficit areas. An additional evaluation, the field site supervisor feedback which takes place half way through the semester and at semester end, provides direct feedback related to the candidates’ performance in the career counseling field and their capacity to demonstrate satisfactory application of knowledge related to the counseling domains in real world settings. The CPCE provides us the opportunity to determine how effective our curriculum and instruction meets the standards in the field of counseling. Given that the CPCE is an instrument used nationally in the counseling field, we use our students’ results as a way to both measure and inform our curriculum changes. We discuss the test results as a faculty and assist the Curriculum Review Committee develop a plan of action to address any deficit areas. The following table provides key information about the assessments:

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Type of Assessment</th>
<th>Variable Measured</th>
<th>Data Capture Points</th>
<th>Evaluators</th>
<th>Process of Data Capture</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Evaluation</td>
<td>Formative</td>
<td>Basic Counseling Skills</td>
<td>EDC 280: Midterm &amp; Final</td>
<td>Instructors</td>
<td>Hard Copies &amp; University URL</td>
<td>CTC, CACREP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students rated on a 1 (low) to 5 (high) point scale</td>
<td>EDC 475: Midterm &amp; Final</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE</td>
<td>Summative</td>
<td>Comprehensive: Theory/Knowledge, Skill &amp; Professional Judgment</td>
<td>EDC 290</td>
<td>Faculty Committees</td>
<td>Hard Copies</td>
<td>CTC, CACREP</td>
</tr>
</tbody>
</table>
What we can surmise from Table 1 is a relatively stable enrollment for students in the Career Program despite the fact that we were not permitted to accept new students in Spring of 2010. We did have a larger number of Career students graduate in Spring of 2010 than in the Fall of 2009 and replaced these numbers with the incoming and first cohort group that began in Fall of 2010. Data related to Fall of 2009 and Spring of 2010 in the data capture points of EDC 280 (Midterm & Final), EDC 475 (Midterm & Final) and EDC 290 (CPCE) specifically for Career Specialization Students can be found in Table 2:

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Basic Skills Evaluation*</td>
<td>EDC 280 Mid-Term: 3.68</td>
<td>EDC 280E EDC 280 Mid-Term:2.88</td>
</tr>
<tr>
<td></td>
<td>EDC 280 Final: 3.83</td>
<td>EDC 280 Final: 3.06</td>
</tr>
<tr>
<td></td>
<td>EDC 475 Mid-Term: 3.36</td>
<td>EDC 475 Mid-Term: 3.70</td>
</tr>
<tr>
<td></td>
<td>EDC 475 Final: 4.44</td>
<td>EDC 475 Final: 4.67</td>
</tr>
<tr>
<td>#2. National CPCE**</td>
<td>103.6</td>
<td>93.5</td>
</tr>
<tr>
<td>(Average national percentile ranking for our students)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Employer Data was collected for the Career Program, with two employers completing the Department's employer survey. The respondents included the Director of the Career Center and the Advising Center at Sacramento State University and a senior Counselor with the Equal Opportunity Program at Sacramento State University. The Career Center has hired six of our Career Counseling graduates as full-time Career Counselors during the past four years and the Advising Center has hired eight of our Career Counseling graduates as Advisors during the past two years. The Career Center, Advising Center, and EOPS continue to be designated sites for our students for field study with five to eight students from our program working at those sites each year. In addition, the Career Counseling faculty held a meeting to gain feedback about the program for employers and field study supervisors.

Faculty evaluate career program students using a written case study. The case study includes the following client, agency, and counselor information: client background information and presenting problem including a literature review that provides justification for making a client assessment, counseling goals and interventions, counselor's cultural responsiveness, ethical/legal issues, the student- counselor's critique of career site, and counselor's self-reflection.

While the CPCE provides a standardized quantitative assessment of our graduates, the Case Study is the qualitative assessment that must meet the following criteria: (a) clarity of writing and responsiveness to the prompts; (b) integration of theory to practice; (c) demonstration of willingness to consider alternative perspectives as well as those that differ significantly from their own. This is a summative assessment. Career Program students are allowed to re-write and re-submit this paper should criteria not meet approval of two of the three evaluators. The paper is generally from 8 to 10 pages and many students go beyond the minimum. This paper is submitted from mid to final point of the final semester in their field study seminar and finalized during the Culminating Experience. The student presents the case study orally to a group of her/his peers and to their faculty instructor. The oral presentation is evaluated by the field study
instructor. The quality of the paper is reviewed by their field study seminar instructor, the Culminating Experience Instructor and the Chair of the Department. Case Studies reflect sound connection between theory and practice with students clearly demonstrating the use of various career counseling techniques and being able to discuss the theoretical orientation from which the technique is derived. Sites at which students served their field study provide a wide range of clientele and subsequent experiences related to the career counseling experience. The Basic Counseling Skills Evaluation (BCSE) was developed by the Department of Counselor Education faculty to evaluate students. This tool uses a 5-point Likert-type scale to measure students' performance on 32 items. Although this scale provides an overall assessment of students' counseling skills, the 32 items are also divided into 5 subcategories (i.e., Session Management, Attending and Facilitation Skills, Goal Setting and Achievement, Theoretical and Professional Knowledge, Personal Skills, and Outside of Counseling Sessions) that allow instructors' to clearly identify students' strengths and areas for growth.

Finally, every graduate student in the Career Counseling Program participates in the formal course evaluation of faculty at the end of each academic semester. Results of the student evaluations are given to the instructor and department chair after grades have been assigned to them. Should the evaluations fall below the department mean, they are discussed by the dept. chair and the faculty member with the goals of incorporating student feedback in their preparation for subsequent teaching for the purpose of improving their teaching effectiveness.

[Please limit your response to 200 words or less per learning outcome]  
(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

a) The department faculty engage in a curriculum review every 2 years, with course modifications reflecting professional trends and identified needs. The department actively attempts to ensure that the characteristics of student applicants reflect the characteristics of the community and communities of need. Instruction and experiential learning components are provided to ensure that career counseling students develop a thorough knowledge of their particular specialization and their professional roles as Career Counselors. In the initial career course, students learn a basic introduction to career development and career counseling. Identification and assessment of issues common in career counseling settings are examined. Group and individual models of career development and counseling in schools, community agencies or private industry are also investigated and discussed. In the Career Counseling Process course, students learn how to deliver career counseling services to a variety of clientele and more clearly focus on the relationship between a person’s life and the process of career development. In the Career and Job Search, students learn about new technologies, the diverse workforce, and corporate restructuring, leading to more frequent occupational shifts.

b) As early as the third semester of our program, Career program students begin to receive hands on
training and serve clients for a total of 600-supervised hours gaining professional experience prior to completion of the program. Students in the Career program have been placed in the following designated community-based partnership sites: the Alliance for Excellence Counseling Center in Sacramento which serves a wide range of clientele including students on independent study at El Sereno High School, the Center for Counseling and Diagnostic Services (CCDS) which is located in the College of Education at California State University, Sacramento, and CSUS’s Career Center, University of California, Davis Career and Internship Center, American River College, Sacramento City College, and several One-Stop Career Centers serving unemployed individuals throughout the Sacramento Area. A number of the clients served at the CCDS were transported from Saint John’s Shelter for Women and Children thereby serving the homeless population. Students from the Career program demonstrated application of general counseling theory, and a more specialization focused body of theories and assessments such as Social-Cognitive Career Theory, Hansen’s Integrative Life Planning Approach, Frank Parson’s Trait-Factor theory, John Holland’s theory of vocational choice, Myers-Briggs Type Indicator Assessment, H.B. Gelatt’s Positive Uncertainty Theory, and John Krumboltz’s and Al Levin’s Happenstance Learning Theory, and Donald Super’s Life Space/Life-Span theory and Duane Brown’s Values-Based Approach. Field Study site supervisors evaluate students using a 5-point Likert-type scale that assesses counseling skills and techniques; professional conduct, responsibility, and ethics; motivation and independent initiative; ability to work with others; administrative and procedural skills; attendance, punctuality, and time management; case management; and overall performance.

c) Our department utilizes two key assessments to make critical decisions about candidate competence of learning outcomes prior to being recommended for program completion. We selected assessment instruments that would provide a wide measure of candidates’ performance in a number of counseling domains. Our ultimate goal is to ensure that our candidates develop the necessary counseling skill sets as well as create a productive learning environment for them. Both of the assessment instruments have items that adequately measure candidates’ performance as relates to 1) Skill Assessment and 2) Field Related Knowledge Base. Our data from the CPCE results reveal that our candidates’ performance is above the national average. The basic counseling skills checklists allows faculty to evaluate candidates twice during the semester which informs us on how well candidates develop and practice the fundamental counseling skills. This provides an opportunity for candidates to receive constructive feedback throughout the semester and program, thus, giving them opportunities to practice and improve in their deficit areas. An additional evaluation, the field site supervisor feedback which takes place half way through the semester and at semester end, provides direct feedback related to the candidates’ performance in the field and their capacity to demonstrate satisfactory application of knowledge related to the counseling domains in real world settings.

[Please limit your response to 200 words or less per item]

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.
The Department of Counselor Education conducts a survey of recent Career Program graduates (alumni) one, three, and five years following graduation. The survey is mailed to selected Career Program alumni and the results are available in the Counselor Education office and on the Departmental website: [http://edweb.csus.edu/edc/evaluations/](http://edweb.csus.edu/edc/evaluations/) However, due to faculty numbers being unexpectedly and significantly reduced in recent semesters, we are overburdened with workload issues and have been unable to take the needed steps to enter the most recent alumni survey data. Given this reality, we would like to set up a system that is more pragmatic and conducive to analyzing and using the data to improve curriculum standards and learning outcomes.

[Please limit your response to 300 words or less]

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The Department of Counselor Education Department has been engaged since the early 2000's in establishing assessment processes that measure our student learning outcomes. This was in response to our departmental efforts and success in demonstrating a commitment to meeting the national accreditation standards with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The mission of CACREP is to promote the professional competence of counseling practitioners through 1) the development of preparation standards; 2) the encouragement of excellence in program development; and 3) the accreditation of professional preparation programs. As a result, our department has instituted several processes which provide qualitative and quantitative data relevant to our graduate students’ skill development and theoretical knowledge as identified by CACREP specific to eight domains: 1: Human Growth & Development; 2: Social & Cultural Foundations; 3: Helping Relationships; 4: Group Work; 5: Career & Lifestyle Development; 6: Appraisal; 7: Research & Program Evaluation; and 8: Professional Orientation & Ethics. Some data is internally generated and provides an analysis of student progress during their development in the program. A mid-point self-study audit was successfully submitted to CACREP Fall 2011. The Department of Counselor Education will be reviewed for reaccreditation in 2014. A formal review of the Department’s program goals and learning outcomes also occurs in tandem with external accreditation reviews by the Western Association for Colleges and Schools, the National Accreditation of Teacher Education, and the California Commission on Teacher Credentialing.

[Please limit your response to 300 words or less]

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

Beginning in Fall 2010, the Department of Counselor Education started admitting students using a cohort structure. Our motto is “Three Programs, One Degree.” The cohort system is structured in such a way that all counseling courses are organized in a progressive sequence that allows students to develop and demonstrate acquired knowledge, awareness, and skills. All cohort students are required to follow the specific sequence of courses scheduled for their particular cohort and specialized counseling program.
On October 11, 2009, California became the 50th state in the nation to create a *general practitioner's* license for professional counselors, the *Licensed Professional Clinical Counselor* (LPCC). Regulated by the California Board of Behavioral Science (BBS), the counseling license serves as evidence of significant training and clinical competence and enables individuals to operate a private psychotherapy practice if they wish. The Counselor Education program at CSUS has aligned its educational and clinical requirements so that all of our graduates will have an opportunity to be licensed to practice in California.

The College of Education has been engaged in an extensive program of restructuring over the last 2.5 years. At the center of this is the streamlining of many of our administrative functions including our approach to assessment. In 2008, we began exploring opportunities to centralize our college efforts and collecting data for assessment of learning goals around a central vision of TEACHing for change, which includes Transformation, Equity and Social Justice, Advocacy, Collaboration, Civic and Community Engagement and Human Capital and Diversity. This overarching vision of students and credential candidates in the College of Education is adopted by all programs. As many of our programs also must adhere to strict regulations of accrediting bodies, these standards are also aimed to integrate within the central assessment system. The college a College of Education has begun work toward hiring a director of assessment within the college to oversee the collection, analysis, and synthesis of assessment data for all programs, integrating with CMS and CTQ data.

[Please limit your response to 200 words or less]
Career Program Appendices
Appendix A

The Career Program has 12 stated learning outcomes. These outcomes are tied to critical knowledge, attitudes/awareness, and skills for Career counselors. Meeting these learning outcomes leads directly to the M.S. degree, and if desired, the LPCC and NCC.

1. To provide counseling students with a theory base and knowledge of career counseling and development.
2. To prepare students with individual and group competencies essential for engaging in career counseling.
3. To train counselors in individual and group assessment skills related to career development.
4. To develop an awareness and understanding among counselors of the latest information and resources of career counseling.
5. To prepare counselors to be able to develop, plan, implement, and manage comprehensive career development programs in a variety of settings.
6. To develop counselor knowledge and skills working with individuals and organizations in the areas of coaching, consultation, and performance improvement to impact effectively upon the career counseling and development process.
7. To train counselors in knowledge and skills of the career counseling process to diverse populations.
8. To prepare counselors to work effectively with and demonstrate sensitivity toward persons from diverse populations (i.e. ethnic, cultural, gender, sexual orientation, class, age, disability and spiritual/religious beliefs).
9. To train counselors in knowledge and skills to critically evaluate counselor performance, the maintenance and improvement of skills, and the ability to seek assistance for others when needed in career development.
10. To help counselors acquire an information base and knowledge of the ethical and legal practice of career counseling.
11. To develop counselor knowledge and skills in understanding and conducting research and evaluation in career counseling and development.
12. To prepare counselors to gain knowledge and skills in using technology to assist individuals with career planning.
Students in the Career Counseling program pursuing their Master’s Degree must complete a common counseling core that includes all courses listed in the table below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Required Counseling Core Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 210</td>
<td>Multicultural/Ethnic Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 212</td>
<td>Gender Roles &amp; Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>EDC 214</td>
<td>Dynamics of Human Development</td>
<td>3</td>
</tr>
<tr>
<td>EDC 216/</td>
<td>Counseling Theory/Practicum in Communication</td>
<td>3</td>
</tr>
<tr>
<td>EDC 280</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>EDC 218</td>
<td>Appraisal in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 219</td>
<td>Group Processes in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 231</td>
<td>Diagnosis and Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDC 233</td>
<td>Substance Abuse and Addiction</td>
<td>3</td>
</tr>
<tr>
<td>EDC 250</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDC 252</td>
<td>Law and Ethics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 260</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>EDC 475</td>
<td>Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 480</td>
<td>Field Study in Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

In addition to the required core courses, Career program students must take unique courses related to their specialization. These courses are listed in the table below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Required Career Counseling Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 262</td>
<td>Career Counseling Process</td>
<td>3</td>
</tr>
<tr>
<td>EDC 264</td>
<td>Seminar in Counseling: Career Systems Development</td>
<td>3</td>
</tr>
<tr>
<td>EDC 266</td>
<td>Seminar in Counseling: Career Program Development</td>
<td>3</td>
</tr>
<tr>
<td>EDC 268</td>
<td>Career and Job Search</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>EDC 254: Counseling and Psychotropic Medicine or EDC 296L: Crisis and Trauma Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix B

CAREER PROGRAM CASE STUDY FORMAT

Career Students Only
To gain practice in the development of case study documentation, each student will select one client who has been seen numerous times in counseling. Present the information in written format, 5 pages minimum (typed, double spaced) and be prepared to discuss the case with peers in class.

1. Setting
Describe the setting in which the client was seen. Include socio-economic status and ethnic breakdown of population served, and include other relevant factors (i.e. school, college, career center, penal institution, mental hospital, open or locked facility, etc.)

2. Assessment/Diagnosis
A. Describe the client (appearance, age, gender, ethnicity, physical appearance, etc.)
B. State the presenting problem, as the client described it
C. Present any relevant history and/or additional information as needed
D. Note significant areas to consider:
   1. Medical
   2. Physical
   3. Possible Legal and Ethical Issues
   4. Ethnic/cultural/religious or other considerations
      o Client’s Strengths
      o Assess and summarize major issues/problems from counselor perspective
      o MFCC Students are also asked to present DSM IV-R diagnosis

3. Framework/Theory (Briefly describe your theoretical framework)

4. Therapeutic Goals, Methods and Interventions
A. Indicate stated or probable client goals
B. Indicate counselor goals
C. Number and type of sessions
D. Describe the methods, techniques and interventions that you used (This is important since this will indicate what you actually did in counseling).
5. Consultation and/or Referrals
A. With whom did you consult with about this case?
B. Did you refer the client for any type of services? If so, to whom or to what service?

6. Summary of Outcomes
A. Disposition of Case
B. Evaluation of Case
C. Lessons Learned
  □ What did you learn from this case?
  □ What, if anything, would you do differently next time?