# Integrating Career Development and Counseling Content into the Core 2016 CACREP Areas

Developed by:

2017 Counselor Educator Academy - Advocacy Subgroup

(updated 2021)

# INTRODUCTION

Project Goal - To infuse career development and counseling topics into other counselor education courses

Rationale - One career course is the norm for most counseling programs, which is not enough to adequately cover necessary information. Additionally, career and personal issues cannot be separated. By infusing career into all 8 Core CACREP areas, we can model the way.

***We would like to express our gratitude to the NCDA Counselor Educator Academy for bringing us together and giving us a community, a space to be heard, and a medium through which we can pay it forward.***

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**TABLE OF CONTENTS**

# CACREP CORE AREAS

## Core Area 1: Professional Counseling Orientation & Ethical Practice

a. History and philosophy of the counseling profession and its specialty areas
b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
d. The role and process of the professional counselor advocating on behalf of the profession
e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
h. Current labor market information relevant to opportunities for practice within the counseling profession
i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
j. Technology's impact on the counseling profession
k. Strategies for personal and professional self-evaluation and implications for practice
l. Self-care strategies appropriate to the counselor role
m. The role of counseling supervision in the profession

## *Textbook Recommendations and Research*

- Makela, J. P., & Perlus, J. G. (2017). *A case study approach to ethics in career development* (2nd ed.) [Monograph]. National Career Development Association.  https://eric.ed.gov/?id=ED582018

  *Description: This monograph uses a case study approach to help readers with ethical terminology, resources, and issues. Each ethical dilemma includes a guided discussion of key issues, recommendations, and connections to the 2015 NCDA Code of Ethics. It is accessible to career practitioners at all levels of experience.*

## *Activities*

1. Bring in a panel of counseling professionals from the career field to discuss ethical issues.

2. Utilize case studies provided by NACE for class discussions and/or assignments.
   *Link: https://www.naceweb.org/career-development/organizational-structure/principles-for-ethical-professional-practice/*

## *Additional Resources*

- National Career Development Association, (2015). Code of ethics. Retrieved from https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395

  *Description: This resource outlines the National Career Development Association code of ethics, adapted from the American Counseling Association code of ethics.*

- Makela, J. P. (2015). Ethical use of social networking technologies in career services. Retrieved from https://www.ncda.org/aws/NCDA/asset_manager/get_file/110167

  *Description: This is a literature review examining social networking technologies in career services and other related helping professions.*

- National Association of Colleges and Employers (NACE), (2020). Principles for ethical professional practice. Retrieved from https://www.naceweb.org/career-development/organizational-structure/principles-for-ethical-professional-practice/

  *Description: These principles are designed to provide all those involved in career development and employment processes with two foundations on which to base their efforts: a fair and equitable recruitment process and supporting informed and responsible decision making by candidates. It includes advisory opinions and case studies.*

## Core Area 2: Social & Cultural Diversity

a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
c. Multicultural counseling competencies
d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
e. The effects of power and privilege for counselors and clients
f. Help-seeking behaviors of diverse clients
g. The impact of spiritual beliefs on clients' and counselors' worldviews
h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

### *Textbook Recommendations and Research*

- Flores, L. Y., Lin, Y., & Huang, Y. (2005). Applying the multicultural guidelines to career counseling with people of color. In M. G. Constantine, D. W. Sue, M. G. Constantine, & D. W. Sue (Eds.) *Strategies for building multicultural competence in mental health and educational settings* (pp. 73-90). John Wiley & Sons.

  *Description: This chapter outlines issues of career development encountered by persons of color in the United States. It includes two case studies, methods of applying the Guidelines on Multicultural Education, Training, Research, and Organizational Change for Psychologists' (American Psychological Association [APA], 2003) to multicultural career counseling, and introduces strategies for developing multicultural competencies.*

- Evans, K. M., & Sejuit, A. L. (2021) *Gaining cultural competence in career counseling* (2nd ed.). National Career Development Association.

  *Description: This book focuses not only on foundational skills needed for counseling across cultures, but also integrates multicultural competencies with career and social justice counseling competence.*

- Tang, M. (2019). *Career development and counseling: Theory and practice in a multicultural world*. Sage.

- Killam, W. K., Degges-White, S., & Michel, R. E. (Eds.). (2016). *Career counseling interventions: Practice with diverse clients*. Springer Publishing.

  *Description: This book explores the meaning of career within different cultures and provides step-by-step instructions for implementing over 50 creative career counseling techniques with individuals from diverse populations.*

- Evans, K. M., & Kelchner, V. P. (2017). Multicultural career counseling: Limitations of traditional career theory and scope of training. In L. A. Busacca, & M. C. Rehfuss (Eds.), *Postmodern career counseling: A handbook of culture, context, and cases* (pp. 53-63). American Counseling Association.

  *Description: This chapter encourages career counselors to reconstruct their theoretical frameworks to include pluralistic perspectives and help clients construct their perceived local narrative, instead of applying one grand narrative.*

- Busacca, L. A., & Rehfuss, M. C. (Eds.). (2017). Postmodern career counseling: A handbook of culture, context, and cases. American Counseling Association.

  *Description: This handbook describes the methodology and models behind postmodern career counseling. The book consists of 17 chapters linking theory to practice when working with clients from diverse backgrounds.*

- Swanson, J. L., & Fouad, N. A. (2015). *Career theory and practice: Learning through case studies* (4ᵗʰ ed.). Sage Publications.

  *Description: This book consists of hands-on examples demonstrating how to apply career theory in practice with career counseling clients. The updated edition highlights ethical practice and includes more recent theories.*

- Evans, K. M., & Larrabee, M. J. (2002). Teaching the multicultural counseling competencies and revised career counseling competencies simultaneously. *Journal of Multicultural Counseling and Development*, *30*(1), 21-39. https://doi.org/10.1002/j.2161-1912.2002.tb00475.x

  *Description: This article discusses and examines the importance of developing competencies in both multicultural counseling and career counseling.*

- Flores, L. Y., & Heppner, M. J. (2002). Multicultural career counseling: Ten essentials for training. *Journal of Career Development*, *28*(3), 181-202. https://doi.org/10.1177/089484530202800304

  *Description: In the past two decades, as the composition of the United States' population has shifted dramatically, practice within the fields of counseling and psychology has adjusted to accommodate more diverse populations. This article highlights and applies multicultural competent practice to the graduate training of career counselors.*

- Nassar-McMillan, S. C. (2014). A framework for cultural competence, advocacy, and social justice: Applications for global multiculturalism and diversity. *International Journal for Educational and Vocational Guidance*, *14*(1), 103-118. https://doi:10.1007/s10775-014-9265-3

  *Description: With increased immigration and globalization, there is a need for career counselors to be mindful of behaviors and cultural beliefs that clients may present in career counseling sessions. This paper presents a framework incorporating social justice, cultural competence, and advocacy as well as a case study demonstrating effective multicultural interventions.*

- Pope, M. (2011). The career counseling with underserved populations model. *Journal of Employment Counseling*, *48*(4), 153-155. https://doi.org/10.1002/j.2161-1920.2011.tb01100.x

  *Description: This article presents a model demonstrating how career counselors may address career counseling issues with underserved populations.*

- Toporek, R. L., & Flamer, C. (2009). The résumé's secret identity: A tool for narrative exploration in multicultural career counseling. *Journal of Employment Counseling*, *46*(1), 4-17. https://doi.org/10.1002/j.2161-1920.2009.tb00061.x

  *Description: This article explores the use of the resume as a narrative tool to enhance cultural relevancy with clients. A case study and model are used to illustrate application of this method.*

## Activities

1. Digital Storytelling - *http://digitalstorytelling.coe.uh.edu/example_stories.cfm*

   *Description: Digital storytelling is the practice of everyday people who use digital tools to tell their story. Assignment: Go to YouTube or another video source and select 3 videos that inspire you or have a personal meaning for you. Submit a video reflection (5 minutes or less) with a brief description of each video and explain how they describe your personality. What themes do you see across your videos? How do your video choices reflect your approach to life and career? How would you apply this intervention in a clinical setting?*

2. Proposal for Career Development – Design, Implementation, Evaluation

   *Description: "Save our Son's" project was sponsored by the Urban League of St. Louis. Focuses on the development of a life skills program for young African American men in the Ferguson Community and North County. Training includes everything from public speaking, teambuilding, emergency financial preparation, and health care.*

   Assignment:

   1) Define characteristics of your population and characteristics

   2) Rationale for program (cite literature)

   3) Program goals and objectives

   4) Type of services or training in program to meet goals and objectives

   - Career Development Components, Strategies, Theory (philosophy of approach)
   - Type of Career Information and Services
   - Technology to Support Career Counseling and Services
   - Resources (library, books, etc.)
   - Assessments

   5) Cultural and Ethical Issues in Career Development Intervention for Ferguson Community

   6) Program Evaluation: How would you determine if your project will be a success and participants have gained from attending all sessions?

3. Watch Movie: Pursuit of Happyness

   *Description:* The Pursuit of Happyness*, a film based on the true story of Chris Gardner who rose from poverty to success, features characters with very different personalities. Students can gain hands-on experience with career theories by using the theories to typify the characters.*

   Assignment: Conceptualize Chris Gardner and Linda based on Holland typology, Donald Super's theory, and Krumboltz.

   1) Identify the following:

   - Congruence, consistency, etc.
   - Super life stage
   - Which maxicycle, minicycle?
   - Roles he, wife, and child played
   - How it affected his relationship and decision-making
   - Role most salient for him

   2) What role does culture play the lives of Chris, Lisa, and Chris junior?

   3) How would you work this Chris?

   4) How would you work with Chris and Linda?

   5) What else stood out for you?

4. Physical Space Audit

   *Description: Children are exposed to spoken and unspoken messages that prove powerful guidance, both positive and negative, that will shape their self-concept and how they chose to implement that self-concept into their life careers (Peila-Shuster, 2017). By educating the adults in their lives about critical consciousness (Freire, 1970) and helping them consider the messages children receive from physical artefacts in their environments, counselors can better appraise and create inclusive environments which may help lessen premature foreclosure of future career choices based on unconscious circumscription (see Gottfredson, 2002). For those that do not plan to work*

*with children, it is still critical to be aware of our environments and consider the non-verbal messages being sent that lend themselves to oppression of historically marginalized populations. This is true not only of environments that we enter, but also those that we design (such as our office spaces). This assignment is a very basic visual ethnography and can help counseling students begin to critically evaluate their environments and consider the messages that are being sent. This can be a first step in sensitizing counseling students to the multiplicity of factors that feed into oppression and can potentially contribute to "less than" if not negative career outcomes for children in their adult lives.*

*References:*
*Freire, P. (1970). Pedagogy of the oppressed. New York, NY: Continuum.*
*Gottfredson, L. S. (2002). Gottfredson's theory of circumscription, compromise, and self-creation. In D. Brown (Ed.), Career choice and development (4th ed, pp. 85–148). San Francisco, CA: Jossey-Bass.*
*Peila-Shuster, J. J. (2017). Fostering hope and career adaptability in children's career development. Early Child Development and Care. https://doi.org/10.1080/03004430.2017.1385610*

Assignment:
Non-verbal messages often speak louder than verbal messages. This includes not only your body language but the space you occupy. Thus, it is important to increase your awareness of the messages your environment sends, especially those involving power, privilege, diversity, equity, and inclusion. With this assignment, you will strive to heighten your awareness of the environments in which you live, play, and work. In addition, you will pick an environment/space and take photos of examples that are messages about diversity and inclusion (positive and/or negative messages). Following this running experiment, you will bring in 5 photos and participate in a structured small group discussion regarding the themes that you observed as well as work to heighten each other's awareness of additional messages that may be embedded and ways that these messages could be mitigated or improved. You will also consider how this may affect the career development of an individual. Finally, as a group, you will complete and turn in a structured worksheet and reflection on the experience (see next page), thus further heightening your critical consciousness.  Please be sure to maintain confidentiality and professionalism with photos and discussion of people and/or organizations. As you take notes during your discussions, this handout is mean to help guide and structure your discussion for completion of the assignment. Start at the bottom and work your way up (as a metaphor for seeing what "bubbles up" as part of your critical consciousness. Please note that when your group turns in the "final" worksheet, it must be typed and will most likely exceed one page.

Worksheet:

| Next steps in raising your critical consciousness and how you will move what you've learned forward in your counseling education and work. Please include at least 3 actionable steps that you generate as a group. To be actionable, these steps need to be concrete, specific, and doable. | |
|---|---|
| What all of this means to you as future counselors? | |
| Deeper and/or new insights and learnings gained from your discussion (i.e., what evolved from the discussion with the group). Also, how has what you've observed potentially affect the career development of an individual? | |
| Themes, insights, and learnings as you initially bring them to the group for discussion (please determine the overall themes as a group) | Reflections and insights regarding own unearned privilege and how that may have affected your worldviews (again, themes as they pertain to the group) |

## *Additional Resources*

- National Career Development Association. (2009). Minimum competencies for multicultural career counseling and development. Retrieved from https://www.counseling.org/docs/default-source/competencies/multi-cultural-career-counseling-competencies-august-2009.pdf?sfvrsn=727f422c_4

*Description: This purpose of this document is to ensure that all individuals in the career counseling field are aware of the expectation to assist career development in individuals of all backgrounds.*

- National Career Development Association's Social Justice Resources: https://ncda.org/aws/NCDA/pt/sp/social_justice

*Description: This page is holds resources, readings, and research that supports social justice and the role of career specialists in anti-racism efforts, allyship, and advocacy.*

# Core Area 3: Human Growth & Development

a. Theories of individual and family development across the lifespan
b. Theories of learning
c. Theories of normal and abnormal personality development
d. Theories and etiology of addictions and addictive behaviors
e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
f. Systemic and environmental factors that affect human development, functioning, and behavior
g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
h. A general framework for understanding differing abilities and strategies for differentiated interventions
i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

## *Textbook Recommendations and Research*

- Curry, J., & Milson, A. (2017). *Career and college readiness counseling in P-12 Schools* (2nd ed.). Springer Publishing.

*Description: This textbook could be incorporated into a Human Growth and Development course as an additional resource to explore the developmental needs of children and adolescents as they move thorough career development. This text provides a developmental overview of child and adolescent career growth from a multi-systemic approach. It provides a holistic view of the child and provides a lens for counselors to view career and college readiness from various perspectives throughout early childhood through young adulthood.*

- Powers, J. J., & Duys, D. (2020). Toward trauma-informed career counseling. *The Career Development Quarterly, 68*(2), 173-185.

*Description: This article reviews important findings related to trauma-informed counseling, discusses literature that links trauma and career theories, and considers how trauma-informed career counseling can address the effects of adverse childhood experiences.*

- *Early Child Development and Care, 188*, 2018 – Issue 4: Promoting Career Development and Life Design in the Early Years of a Person's Life.

*Description: This entire issue is focused on childhood career development.*

- Rhee, E., Lee, B. H., Kim, B., Ha, G., & Lee, S. M. (2016). The relationship among the six vocational identity statuses and five dimensions of planned happenstance career skills. *Journal of Career Development, 43*(4), 368–378. https://doi.org/10.1177/0894845315602120

*Description: This study investigated the relationship between vocational identity statuses and planned happenstance skills in a sample of university students in South Korea.*

- Newman, L. A., & Madaus, J. W. (2015). Reported accommodations and supports provided to secondary and postsecondary students with disabilities. *Career Development and Transition for Exceptional Individuals, 38*(3), 173–181. https://doi.org/10.1177/2165143413518235

*Description: This study measured student's rates of reporting a disability to secondary and postsecondary programs. The results indicated a need for high school transition teams to be aware that students must disclose*

*their disability to receive service at postsecondary levels, and schools should be more aware of students who have not disclosed disabilities on their campuses.*

- Misiaszek, L. I. (2015). 'You're not able to breathe': Conceptualizing the intersectionality of early career, gender and crisis. *Teaching in Higher Education, 20*(1), 64–77.  https://doi.org/10.1080/13562517.2014.957267

  *Description: This study analyzed participant responses from nine different focus groups. The results indicated that there is a need for a research agenda integrating gender, crisis, and early career.*

- Lara, T. (2007). Family of origin and career counseling: An interview with Robert Chope. *The Family Journal, 15*(2), 152–158. https://doi.org/10.1177/1066480706298304

  *Description: Dr. Robert Chope, winner of the Robert Swan Lifetime Achievement in Career Counseling Award and a winner of the 2004 NCDA outstanding career practitioner of the year award, was interviewed concerning the evolution of career counseling and his contributions to the field.*

- Whiston, S. C., & Keller, B. K. (2004). The influences of the family of origin on career development: A review and analysis. *Counseling Psychologist, 32*(4), 493–568. https://doi.org/10.1177/0011000004265660

  *Description: This articles reviews research exploring how the family of origin influences career choice and development. Family contextual factors and implications for future research and practice are addressed.*

- Swanson, J. L. (2003). Understanding midcareer development: From whose perspective? *Counseling Psychologist, 31*(2), 212–220. https://doi.org/10.1177/0011000002250481

  *Description: This critique of Power and Rothausen's model of midcareer development (2003) finds that while the model may have practical implications, it lacks connection with previous research and needs to focus on a wider population.*

## Activities

1. Individual Life-Line (Career Lifeline incorporating Earliest Memories)

   *Description: An individual's lifeline describes their earliest memories, starting with their earliest work experience of paid/or unpaid work to the present.*

   Assignment: For each memory, students will chart on a timeline and list specific responsibilities and skills learned for each experience. Then, classify each as either a peak or valley experience (enjoyable or not enjoyable) and clearly mark it, including a brief reason why it was a peak or valley.

   1) Examine early childhood experiences, middle childhood, late childhood, and early/late adolescent experiences on the timeline. Address growth and development (social/emotional, physical, cognitive, etc.) and career experiences (responsibilities and skills in earliest memories of work/chores/volunteer).
   2) Address any experiences of crisis or trauma across the lifespan and the effects on future decisions on their lifeline.

2. Family Genogram

   *Description: A genogram is a visual chart that depicts family lineage and relationships between family members. Different symbols, colors, and lines can be used to represent gender, traits, relationship status, etc.*

   Assignment: Students will create a three generational family (career) genogram that will highlight each family member and their careers, jobs, talents, values, disabilities, interests, personalities, challenges, strengths, etc.

   1) Address areas of culture, life roles, and family.
   2) Notice themes and patterns including gender roles, cultural impact, role models, significance of education, expectations, prejudices, stereotypes, values, ideas of success/failure, etc.
   3) Touch on stages through an individual's life and where family members are in regard to their cognitive, social/emotional, and physical development.

3. Case Studies

   *Description: The analysis of case studies can be an excellent hands-on method to practice incorporating career development in real-life scenarios.*

   Assignment: Review a case study incorporating career development with an adolescent, family, or individual. Each case study should represent issues and topics that are familiar in areas of school counseling, mental health, and marriage, family, and couple therapy. Examine areas of early overall wellness, resiliency, stages of development, systemic support, cultural impacts, personality, self-concept, etc. Example scenarios:

   1) School Counseling

      *Kaveh, a student from Iran who's in the ELL program at your high school, informs you that he is having a hard time finding a part-time job. After listening to him, you find out that it's apparent that other kids from the school who work at the mall where he wants to work are gossiping about him being affiliated with a terrorist group. This is an unfounded accusation but is affecting Kaveh.*

   2) Family Counseling

      *Lindsay and her family have been attending family counseling sessions with you for a few months. One of the issues she's been facing is pressure from her dad to excel academically. She says that she wants to become an accountant like her dad, but she's a 3rd year high school student and she still hasn't passed Algebra I. Lindsay has a specific learning disability.  Mom appears to be very lenient when it comes to academics. She says that she is not concerned about Lindsay's schooling because "the teachers will pass her because of her IEP and she will graduate and get a job." Dad disagrees but won't elaborate.*

   3) Mental Health Counseling

      *Jane is a self-described independent and tough woman. She prides herself in not relying on others for self-sufficiency. Jane works as a contractor in the city and has a small crew that work under her on city projects. Other contractors look down at her for being a woman in a male dominated field. Jane is losing out on jobs a because there appears to be a thriving "good old boys" club in which the male contractors and the city administrators are a part of. Jane is an excellent carpenter and supervisor. She is a single parent of a 5-year-old boy. Jane is making enough money to keep her business going, but she feels like the current situation is just not fair. She is feeling frustrated and bitter and has considered giving her business up.*

   4) Mental Health Counseling

      *Your new client Lisa is from a small conservative southern town. She and her partner Megan own a gym but since Megan came out and started an LGBT advocacy group, she's been shunned from her church and gym attendance has gone down. Lisa is religious and became a reverend that focuses on helping individuals from the LGBT community with spiritual support. Her small parish is still at its beginning stages and Lisa is feeling anxious about their financial future. Megan offered to get a second job to help with the finances until the church picks up. Lisa doesn't want to put more on Megan.*

   5) Mental Health Counseling

      *Maria is a 24-year old transgendered woman who recently graduated from a state university and landed a position as a buyer for a department store.  She is experiencing some uncomfortable situations at work and does not know how to address her co-workers and supervisors about her experiences.  She is lacking support from family since she has transitioned and often feels lonely and disconnected from her community.*

4. Lecture Notes: Integrating Human Growth/Dev. Theories with Developmental Career Theorists

   *Description: While reviewing individual and family development across the lifespan, the concepts from developmental career theorists, such as Roe, Super and Gottfredson, can be integrated into the discussion.*

   Assignment: Expand upon the following examples.

1) Roe's theory of personality development and career choice was based mostly on the idea that one's occupational choices were largely determined by early childhood experiences and the nature of parenting received. The idea of attachment theory could be discussed in regard to human growth and development and how early childhood impacts an individual greatly as they develop into adulthood. This is connected to her needs approach in accordance with Maslow's hierarchy of needs, which is also discussed with human growth and development.

2) Super's life-span/life-space approach could address stages and tasks of career development over the life span, the various roles and theatres individuals spend their time and efforts, and the way individuals implement their self-concept within selected occupations. The review of roles individuals play in the Life-Career Rainbow and the level of career maturity moving through stages/tasks can be highlighted within theories of development across the lifespan, while incorporating sociological and cultural significances.

3) Gottfredson's stages of circumscription emphasize the ways young children, adolescents, young adults begin to eliminate career options early in their lives based on sex roles, prestige, and educational commitment. In addition, her role in genetics and intelligence could certainly be discussed and examined in relation to human growth and development and the effects upon biological, neurological, and physiological abilities. In addition, it would connect to Human Growth and Development CACREP standards of providing an understanding for differing abilities and strategies for individuals.

## Additional Resources

- Career Development and Exploration Resources for K-8. *http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/Teacher_Resources_-_Career-k8-Resources_2744.pdf*

*Description: This worksheet contains 29 different activities to be used with students in kindergarten through eighth grade. Each activity includes a link, description, and recommended age group.*

## Core Area 4: Career Development

a. Theories and models of career development, counseling, and decision making
b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
d. Approaches for assessing the conditions of the work environment on clients' life experiences
e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
f. Strategies for career development program planning, organization, implementation, administration, and evaluation
g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
h. Strategies for facilitating client skill development for career, educational, and life-work planning and management
i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
j. Ethical and culturally relevant strategies for addressing career development

*Given that the goal of this document is to infuse career-related concepts into the other CACREP Core areas, any of the resources provided in this document could also be used in career development courses.*

## Core Area 5: Counseling & Helping Relationships

a. Theories and models of counseling
b. A systems approach to conceptualizing clients

c. Theories, models, and strategies for understanding and practicing consultation
d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
e. The impact of technology on the counseling process
f. Counselor characteristics and behaviors that influence the counseling process
g. Essential interviewing, counseling, and case conceptualization skills
h. Developmentally relevant counseling treatment or intervention plans
i. Development of measurable outcomes for clients
j. Evidence-based counseling strategies and techniques for prevention and intervention
k. Strategies to promote client understanding of and access to a variety of community-based resources
l. Suicide prevention models and strategies
m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
n. Processes for aiding students in developing a personal model of counseling

## Textbook Recommendations and Research

- Brown, D. (2016). *Career information, career counseling, and career development*. (11th ed.). Pearson Education.

  *Description: This book provides a comprehensive review of career development, career information, and career counseling. Various topics include an overview of ONet, categories of NCDA membership, and postmodern approaches to career counseling.*

- Dugger, S. M. (2016). *Foundations of career counseling: A case-based approach*. Pearson Education.

  *Description: This textbook, designed for career counseling students, uses a series of case studies to illustrate career counseling aspects including intervention, education, assessment, and work with diverse populations.*

- Helkowski, C. (2019). *Careers for counseling and clinical practice*. Sage Publications.

  *Description: This book explores career options for aspiring clinicians and counselors. Chapters provide insight into licensing, job requirements, salaries, educational considerations, and other related topics.*

- Niles, S. G., & Harris-Bowlsbey, J. (2017). *Career development interventions* (5th ed.). Pearson Education.

  *Description: This textbook provides a comprehensive look at career development tools, assessments, theories, technologies, and resources. Multiple chapters address career interventions in community and educational settings.*

- Zunker, V. G. (2008). Career, work, and mental health: Integrating career and personal counseling. Los Angeles: Sage Publications Inc.

  *Description: This book presents procedures counselors can use to combine personal counseling with career development for clients with mental health issues.*

- Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (2nd ed., pp. 147-183). John Wiley & Sons.

  *Description: This chapter presents career construction theory and its main constructs. Also provides information regarding the Career Construction Interview.*

- Tang, M., Montgomery, M. L. T., Collins, B., & Jenkins, K. (2021). Integrating career and mental health counseling: necessity and strategies. *Journal of Employment Counseling, 58,* 23-35. https://doi.org/10.1002/joec.12155

  *Description: This article reminds counselors that wellness is interwoven with work, life roles, and health and provides an integrated approach to mental health and career counseling via an ecological counseling perspective.*

- Richardson, M. S. (2012). Counseling for work and relationship. *Counseling Psychologist, 40*(2), 190–242. https://doi.org/10.1177/0011000011406452

  *Description: A new social constructionist perspective focuses on counseling through relationship and work. This article examines the four social contexts people construct their lives from and the role of narrative therapy in this social constructionist perspective.*

- Brooks, T. P., & Cochran, J. L. (2016). The core conditions in counseling chronically undecided career decision-makers. *Person-Centered and Experiential Psychotherapies, 15*(2), 142-155. https://doi.org/10.1080/14779757.2016.1179216

  *Description: Case examples within this article indicate that Roger's core conditions, including unconditional positive regard, empathy, and genuineness, are effective in career counseling with chronically undecided university students.*

- Whiston, S. C., Rossier, J., & Barón, P. M. H. (2016). The working alliance in career counseling: A systematic overview. *Journal of Career Assessment, 24*(4), 591-604. https://doi.org/10.1177/1069072715615849

  *Description: This article reviews research regarding the working alliance in career counseling. The discussion addresses correlations with various outcome measurements and future research recommendations.*

- Slan-Jerusalim, R., & Chen, C. P. (2009). Work-family conflict and career development theories: A search for helping strategies. *Journal of Counseling & Development, 87*(4), 492-500. https://doi.org/10.1002/j.1556-6678.2009.tb00134.x

  *Description: In this article, the authors examine stress related factors for women related to work-family conflict and how mental health and career counselors can more effectively address these real-life concerns.*

- Burton, L., & Lent, J. (2016). The use of vision boards as a therapeutic intervention. *Journal of Creativity in Mental Health, 11*(1), 52-65. https://doi.org/10.1080/15401383.2015.1092901

  *Description: This article suggests the use of vision board as a means for counselors to quickly engage clients in a representation of personal goals for counseling and life ambitions. The intervention is presented as highly flexible, can be used with diverse populations and age groups, and is appropriate for a wide variety of challenges.*

- Dieringer, D. D., Lenz, J. G., Hayden, S. W., & Peterson, G. W. (2017). The relation of negative career thoughts to depression and hopelessness. *The Career Development Quarterly, 65*(2), 159-172. https://doi.org/10.1002/cdq.12089

  *Description: This study investigated the connection between the mental health and career counseling concerns of depression and hopelessness. Results indicated commitment anxiety and decision-making confusion were significant factors in depression variance.*

## Activities

1. Myers, J. E., Sweeney, T. J., & Witmer, J. M. (2000). The wheel of wellness counseling for wellness: A holistic model for treatment planning. *Journal of Counseling & Development, 78*(3), 251. https://doi.org/10.1002/j.1556-6676.2000.tb01906.x

   *Description: Research on a holistic model of wellness and prevention over the life span is presented in its initial form and with contemporary revisions. Presented is a graphic representation of multiple life roles and environmental impacts that can be used as a tool for discussing life planning and balance.*

2. Taylor, S. C. (1997). Workshop to orient students to career planning services. *Career Development Quarterly, 45*(3), 293–296. https://doi.org/10.1002/j.2161-0045.1997.tb00473.x

   *Description: The one-hour workshop described in this article was developed to assist students in career decision making and introduce career center resources.*

## Additional Resources

- Shallcross, L. (2013). Making life work. *Counseling Today, 55*(7). https://ct.counseling.org/2013/01/making-life-work

  *Description: Within this publication, the author discusses the importance of the inclusion of 'career' in other counseling settings, as career counseling goes beyond finding jobs to involvement in personal wellbeing.*

# Core Area 6: Group Counseling & Group Work

a. Theoretical foundations of group counseling and group work
b. Dynamics associated with group process and development
c. Therapeutic factors and how they contribute to group effectiveness
d. Characteristics and functions of effective group leaders
e. Approaches to group formation, including recruiting, screening, and selecting members
f. Types of groups and other considerations that affect conducting groups in varied settings
g. Ethical and culturally relevant strategies for designing and facilitating groups
h. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

## Textbook Recommendations and Research

- Pyle, K. R., & Hayden, S. C. W. (2015). *Group career counseling: Practices and principles* (2nd ed.). National Career Development Association.

  *Description: This monograph contains a comprehensive overview of career counseling in groups. Each of the six chapters address important questions regarding group career counseling such as methods of implementation and relation to theories of career development.*

- Caolo, J. (2015, October 1). Book review. [Review of the book *Group career counseling: Practices and principles (2nd ed.),* by K. R. Pyle & S. C. W. Hayden]. Retrieved from https://www.ncda.org/aws/NCDA/pt/sd/news_article/112347/_PARENT/CC_layout_details/false

  *Description: This review addresses the many strengths of Pyle and Hayden's Group Career Counseling book, including applicable settings and program examples. One suggested area of improvement is addressing stereotypes earlier in the group counseling process.*

- Smisson, C. P. (2007, July 1). Book review. [Review of the book *Group career counseling: Practices and principles*, by K. R. Pyle]. Retrieved from https://www.ncda.org/aws/NCDA/page_template/show_detail/5345?model_name=news_article

  *Description: This review of Pyle's 1st edition of Group Career Counseling finds the monograph to be a valuable source of information on group career counseling facilitation and uses.*

- Maree, J. G., Cook, A. V., & Fletcher, L. (2018). Assessment of the value of group-based counselling for career construction. *International Journal of Adolescence and Youth, 23*(1), 118-132. https://doi.org/10.1080/02673843.2017.1309324

  *Description: In this research study, career adaptability was measured with participants who received standard career counseling lessons and participants who received a unique program intervention utilizing self-construction principles. The results indicated the intervention program did not increase career adaptability scores as compared to standard career counseling.*

- Barclay, S. R. (2017). Constructing a course: Constructivist group career counseling with low-income, first-generation college students. In L. A. Busacca, & M. C. Rehfuss (Eds.), *Postmodern career counseling: A handbook of culture, context, and cases*. (pp. 119–132). American Counseling Association.

*Description: This chapter analyzes the career development needs of first-generation low-income students and ways in which group counseling can meet those needs.*

- Clark, M. A., Severy, L., & Ali Sawyer, S. (2004). Creating connections: Using a narrative approach in career group counseling with college students from diverse cultural backgrounds. *Journal of College Counseling, 7*(1), 24–31. https://doi.org/10.1002/j.2161-1882.2004.tb00256.x

  *Description: In this article, the authors support the use of a narrative approach in group counseling to better assist university students from diverse backgrounds.*

- Fitch, T., & Marshall, J. L. (Eds.). (2011). *Group work and outreach plans for college counselors*. American Counseling Association.

  *Description: This book provides step-by-step instructions for implementing group activities centered around substance abuse, eating disorders, career development, ADHD, anxiety, stress, and other related topics.*

- Lara, T., Pope, M., & Minor, C. W. (2011). *Experiential activities for teaching career counseling classes and for facilitating career groups* (3rd ed.). National Career Development Association.

  *Description: The third volume of this best-selling book contains hands-on activities designed to promote career development. Each activity is described in ways it can implemented and adapted to various needs.*

- Nair, S. (2020). Book review. [Review of the book *Experiential activities for teaching career counseling classes and for facilitating career groups (3rd ed.)*, by Lara, T., Pope, M., & Minor, C.W.] Retrieved from http://tpcjournal.nbcc.org/book-review-experiential-activities-for-teaching-career-counseling-classes-and-for-facilitating-career-groups-volume-3/

  *Description: In this review, the author describes* Experiential activities for teaching career counseling classes and for facilitating career groups (3rd ed.) *as a "must read." The review praises the universality of the material and the emphasis on both practical and creative lessons.*

- Mitcham, M., Greenidge, W., Bradham-Cousar, M., Figliozzi, J., & Thompson, M. A. (2012). Increasing career self-efficacy through group work with culturally and linguistically diverse students. *Journal of School Counseling, 10*(22), 1-26. Retrieved from *https://eric.ed.gov/?id=EJ981203*

  *Description: This article illustrates ways in which group career counseling may advocate for student's career goals and shrink the achievement gap in urban schools.*

## Activities

1. Counseling/Guidance Group Proposal

   *Description: The assignment is one that can be used in a group counseling course or career counseling course. In a group counseling course, students interested in career counseling can create a career focused proposal (among other options) to support their population of interest.*

   Assignment: Develop a proposal of a structured counseling/guidance group that you would like to facilitate. Possible proposals could be a career counseling group, parenting skills for single young adults, grief counseling for bereaved partners, divorce recovery for older adults, assertiveness training for adolescents, social skills training for children, etc. At minimum, the proposal should consist of the following elements and a maximum of 8 pages.

   1) A title, rationale, population, and general goals/objectives for the group.

   2) A brief literature review, including a minimum of 3 additional primary sources, of current research relating to your type of group or the population you would like to work with.

   3) A description of those details that would be involved in initiating, conducting, and concluding the group such as:
      - How would you secure permission to conduct the group?

- What facilities would you use for the group to meet?
- How would you address informed consent?
- How would you recruit and screen group members?
- How many sessions would the group run?
- Topics, specific objectives, and stimulus activities for each of the meetings.
- Share your theoretical framework and techniques you would employ with your population of interest.
- Pre and post group measures/assessments that you can use to determine the effectiveness of your group. Provide a rationale for the items you include on the evaluation.

4) Copies of any materials that will be provided to group members, e.g. informed consent, handouts, assessments, etc.

5) Design a poster or brochure for the group that would appeal to the target population. Include pertinent information (e.g., who, what, where, when, why, how, etc.)

2. "Cool seat activity" from "Group Career Counseling: a Lesson Plan for School Counselors" by Candise Leininger in *Career Convergence*.
   https://www.ncda.org/aws/NCDA/pt/sd/news_article/70383/_PARENT/CC_layout_details/false

3. Develop Group Curriculum

   *Description: In this assignment, students develop a career-related group curriculum.*

   Assignment: Divide students into CACREP specialization groups. Once in groups, invite students to identify a career-related theme or group topic that would provide support, guidance, etc. for the population they will be serving. Some guided questions include:
   1) List your setting and population of interest. For example, school setting in elementary school or 2nd grader group for career exploration/discovery.
   2) What career topic or theme would you like to address for your group?
   3) What is the purpose of your group?
   4) What career counseling or other theories will you employ as a foundation when working with group members?
   5) What are the goals and expected outcomes for your group?
   6) How will you assess and evaluate the effectiveness of your group? (explore examples)
   7) What activities might you include in your group experience? List 1 or 2.
   8) As group facilitators, create a brief outline of what you anticipate occurring in your group. One idea could be to create your outline based on the stages of the group process beginning from the introduction/orientation stage through termination phase.

## Additional Resources

- Meyers, L. (2015). Group effort. *Counseling Today.* Retrieved from https://ct.counseling.org/2015/05/group-effort/

  *Description: This publication analyzes the benefits of group counseling with three specific populations: parents of children with autism or disabilities, students at risk of dropping out, and ex-offenders.*

- Farber, N. (2011). Developing a group career counseling program: Reflections on the first year. Retrieved from https://associationdatabase.com/aws/NCDA/pt/sd/news_article/53896/_PARENT/layout_details_cc/false

  *Description: This article describes the process and outcome of establishing two career groups at Pennsylvania State University; one group for undecided students and the other group for job seeking international students.*

- Thomas, R. V., & Pender, D. A. (2008). Association for specialists in group work: Best practice guidelines 2007 Revisions. *Journal for Specialists in Group Work, 33*(2), 111–117. https://doi.org/10.1080/01933920801971184

*Description: This document, prepared by the Association for Specialists in Group Work, is a guideline for best practices in group counseling. This publication has been revised from the 1998 version and includes updates from the ACA's Code of Ethics.*

- Singh, A. A., Merchant, N., Skudrzyk, B., & Ingene, D. (2012). Association for specialists in group work: Multicultural and social justice competence principles for group workers. *Journal for Specialists in Group Work, 37*(4), 312–325. doi:10.1080/01933922.2012.721482

  *Description: This document, prepared by the Association for Specialists in Group Work, addresses social justice and multicultural concepts in the context of group work.*

# Core Area 7: Assessment & Testing

a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling
b. Methods of effectively preparing for and conducting initial assessment meetings
c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
d. Procedures for identifying trauma and abuse and for reporting abuse
e. Use of assessments for diagnostic and intervention planning purposes
f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
h. Reliability and validity in the use of assessments
i. Use of assessments relevant to academic/educational, career, personal, and social development
j. Use of environmental assessments and systematic behavioral observations
k. Use of symptom checklists, and personality and psychological testing
l. Use of assessment results to diagnose developmental, behavioral, and mental disorders
m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

## *Textbook Recommendations and Research*

- National Career Development Association. (2015). *The role of assessment in career planning*. Author.

  *Description: This book, available as paperback or e-download at NCDA.org, covers topics such as preparing clients for assessment, types of career assessments (formal and informal), their uses, administering assessments, interpreting results, and the connection between assessment and career theory.*

- Stoltz, K. B., & Barclay, S. R. (2019). *A comprehensive guide to career assessment* (7th ed). NCDA.

  *Description: This reimagined guide to career assessment provides reviews of career assessment instruments divided into four categories: quantitative, qualitative, research, and open source. It also has chapters covering foundations in career assessment including multicultural considerations, trends and issues, and assessment selection, administration, and interpretation. The online companion (separate purchase) includes information on applied career assessment and global perspectives.*

- McMahon, M., & Watson, M. (2015). *Career assessment: Qualitative approaches.* Sense.

  *Description: This book focuses exclusively on qualitative career assessment. The text is divided into five parts, consisting of foundations of qualitative assessment, qualitative career instruments, congruencies between qualitative and quantitative assessment, diverse contexts, and future directions. In addition, the chapters' authors hail from nine different countries making this book an international contribution to the field.*

## *Activities*

1. Assessment Packets

*Description: Student complete a variety of assessment packets, at least one or more which can be used in career counseling.*

Assignment: Students are required to complete four assessment packets. They are provided instructions and access codes for the online completion of a variety of educational/psychological tests. These packets are intended to offer students the experience of being the "client." Due to the nature of licensing and accessing online psychological assessments, details regarding particular instruments and access codes should be offered in ways that protect licensing rules/use agreements. Examples of packets are: Packet 1 - the personality assessment "16 PF"; Packet 2 - the "Kuder Vocational Battery"; Packet 3 - the "Sphere Assessment"; and Packet 4 - includes the completion of the "SASSI".

## Additional Resources

- National Career Development Association. (2020). Internet sites for career planning. *https://ncda.org/aws/NCDA/pt/sp/resources*

  *Description: On this page the NCDA includes a list of current, credible, and free online resources for career specialists. Resources are organized based on topics such as employment trends, self-assessment, education topics, among many others.*

# Core Area 8: Research & Program Evaluation

a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
b. Identification of evidence-based counseling practices
c. Needs assessments
d. Development of outcome measures for counseling programs
e. Evaluation of counseling interventions and programs
f. Qualitative, quantitative, and mixed research methods
g. Designs used in research and program evaluation
h. Statistical methods used in conducting research and program evaluation
i. Analysis and use of data in counseling
j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

## Textbook Recommendations and Research

- National Career Development Association. (2015). *Designing and implementing career services*. Author.

  *Description This book, available as paperback or e-download at NCDA.org, describes a 12-step process for planning, implementation, and evaluation of programs. While focus is on career development, it can be useful for any type of programming. Includes a program planning worksheet and takes one through needs assessment; writing objectives; developing, marketing, and implementing the program; program evaluation; and includes consideration of barriers, resources, and stakeholders.*

- Niles, S., & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century* (4th ed.). Pearson.

  *Description: This textbook provides a comprehensive look at career development tools, assessments, theories, technologies, and resources. Multiple chapters address career interventions in community and educational settings. Specifically reference chapter 9, "Designing, Implementing, and Evaluating Career Development Programs and Services," for information regarding career programming.*

- Sampson, J. P., Reardon, R. C., Peterson, G. W., & Lenz, J. G., (2004). *Career counseling and services: A cognitive information processing approach*. Brooks/Cole.

*Description: This book focuses on using a cognitive information processing approach to career decision-making and career problem-solving. Of particular note are Chapter 11, Developing a Career Services Program, which reviews a systems approach to program development; Chapter 12, Developing and Implementing a Career Services Program: A personal case history, which relates the development of the FSU Career Center program using a cognitive information processing organizational structure; and Chapter 14, which covers issues of accountability and evaluation in career services.*

- Assessment and Research in Career Services (ARCS) Newsletter & Listserv - *https://www.careercenter.illinois.edu/scholarship-and-innovation/arcs*

  *Description: This website is an active clearinghouse and network for solving real world problems in program assessment and evaluation for career services. Examples of issues addressed include outcomes of research for career services to college student retention and post-college student success (e.g., first destination surveys).*

- 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. https://doi.org/10.1016/j.jvb.2017.03.010

  *Description: This meta-analysis of 57 studies analyzed career choice intervention, in addition to seven separate meta-analyses. The results indicated counselor support was critical in career choice counseling. Implications and future directions are also discussed.*

## Activities

1. Lesson plan to walk class through program development using the counseling program as the vignette/case study

   *Description: Consider program development in terms of developing a career development program for students in the counseling program. Use either chapter 9 from Niles & Harris-Bowlsbey or the NCDA Designing and Implementing Career Services booklet as a guide (see recommended textbooks). This lesson plan can take 90 minutes and can be shortened or extended depending on depth desired.*

   Assignment:
   As a class complete the following steps:
   1) Define target population and characteristics – why is this important? How might we do this? (records, survey)
   2) Determine needs – why is this important? How might we do this? (theory, guidelines, literature, and needs survey) What do theory and guidelines tell us? Why might we also need more specifics?
   3) Write measurable objectives to meet needs – Why important? How do you write measurable objectives? (clear statement of a goal including how to determine if goal was met) What is the basis for measurable objectives? (needs) Objectives become the basis for content and evaluation of services. (Upon completion of…participants will be able to…)
      Break into smaller groups for #4 & #5
   4) Determine how to deliver services – What considerations should we keep in mind? (e.g., time, staff, budget, resources that fit needs)
   5) Determine content of program – determined by objectives - what content will meet those objectives? Bring small groups together and engage in brief share out from each group regarding content. Then talk about #6-8 as large group.
   6) Determine Cost – to do this, objectives must be defined, methods of meeting objectives detailed, content solidified (for your proposal, this may not be able to be fully developed, so give overall considerations which would be what? (staff time for designing, developing, evaluating, delivering, training, equipment and materials, technology, facilities, assessments/systems, etc.)
   7) Begin to promote and explain services – do you really wait until now? How do you build and understanding and supportive environment? These first 7 steps (and #9) are the most time consuming and the biggest determinants of quality and success.

8) Promote and deliver program
   Break back into small groups for #9 then come back for brief share out and then discuss #9 & 10.
9) Evaluate the program – do you really wait until now to determine all of this? Evaluation cycle:
   - What are measurable objectives (desired outcomes)
   - What are the indicators or behaviors that will show you've reached those objectives
   - How to measure – what methods will be used
   - Collect data
   - Organize data in ways that will answer evaluative questions posed by the stakeholders
   - Deliver data
   - Evaluate data (to see if achieved objectives, to improve services, for PR, to make decisions about continuing program)
   - What are roadblocks to evaluation?
10) Revise program as needed

2. Program Development Plan (written assignment)

*Description: You will create a career development program that identifies your target population, characteristics, and needs. You will also develop measurable objectives and a plan to meet those needs, determine resources needed, and identify expected outcomes as well as methods of program evaluation.*

*You may do this project independently or in a group. It is highly recommended that you utilize your peers and the course instructor to provide you feedback and advice prior to turning in this assignment. There is an optional re-write of this assignment in which you can earn up to ½ of the originally unearned points. Be sure to read chapter 9 of Niles & Harris-Bowlsbey (Niles, S. G., & Harris-Bowlsbey, J. (2017). Career development interventions (5th ed.). Boston, MA: Pearson) to help you. Do not just rely on the example plans; these are helpful, and also use the information in the chapter to help you fully work through the process.*

Assignment: Your program development plan (typically 5-10 pages, single-spaced) must include the following:

1) Executive summary (1 page at most) – see examples in ch. 9 reading

2) Target population, characteristics, & needs - because you most likely do not have time to do a needs assessment, be sure that you are grounding your information in the literature (from theory, to NCDG, to research articles on target populations).
3) Measurable objectives to meet needs of target population
4) Plan to meet needs (mode/method of delivery, general content…I do not expect that all of this will be completely fine-tuned/detailed; try to support with evidence-based practices)
5) Resources needed
6) Expected outcomes (what do you expect as a result of program delivery, these may be tied to various stakeholders, but don't go overboard because you can only measure so much)
7) Methods of evaluation

# Additional Resources

- The Career Development Quarterly - http://ncda.org./aws/NCDA/pt/sp/cdquarterly

   *Description:  This is the official journal of NCDA and is included as a benefit with membership.*