

DRAFT of Culturally-Integrated Career Course Lesson Plans, Updated 12/22/2013

Developed by Liz Preston, MS, UW-Madison Counseling Psychology Department

Brief Literature Overview for Development of Lesson Plans

The basis for this course curriculum is coming from a compilation of sources (see references on lesson plans); however there are three major sources which have provided a significant support for the structure of this course. Bowman (1995)'s three-stage model suggests the following: 1) establish basis of counseling; explore career aspirations and related possible conflicts; address contextual/environmental factors; 2) use inventories to identify and investigate incongruities between interests, values, & expectations; formulate and test hypothesis; collaborate to make preliminary commitment to action plan; and 3) strategize and execute action plan, process for re-evaluating.

Pyle (2000) and Hartung et al (1998) have similar models however add an additional stage where participants and instructor look into the impacts of cultural identity development in the career decision-making process. Hartung et al (1998) suggest when working with REM to be aware of and address: society's barriers in structure and access; counselor's biases and assumptions; assess students' acculturation level and degree of individualism/collectivism which will impact their view of the role of work in their life and how they will go about making a career decision; occupational stereotyping. He also emphasized the importance of student-generated knowledge through hands-on activities and possible use of the Co-Essence Model of Vocational Assessment for REM which incorporated play, art, metaphors, and stories to help clients explore their multiple roles and ways of being. An overview of Pyle's (2000) stages show:

Stage 1 - Initial goals for group should be to develop comfort and trust between group members, establish credibility and genuineness for facilitators, and set tone/structure for rest of group interactions with room for flexibility and input.

Stage 2 - During investigation stage, provide opportunities for individuals and group to explore themselves and the world-of-work; increase awareness and knowledge of career options; increase understanding of how the world-of-work is organized. Counseling strategies may include paraphrasing or rephrasing to pull out key themes/ideas; posing questions for group to discuss and problem-solve; small group engagement and modeling; and providing personalized/individualized information for each member.

Stage 3 - Working stage incorporates identification of potential barriers and develop ways of overcoming or coping with those; linking/integrating self- with career information; and having participants share stories and obtain feedback from mentors/folks within a career.

Stage 4/ Final - "working/action" stage incorporates having group and individuals synthesize all this info into smaller more manageable pieces; develop short term and long term goals; confirm support networks; discuss opportunities for checking-in and connection even after group is completed.

Thesis Question

How does peer mentoring within a collectivistic orientation affect/influence career decision-making self-efficacy for racial/ethnic minority, first generation college students?

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One week prior to class

Mail out consent form, demographic info sheet, CDMSE-SF, MEIM, CCSE, and CCS for students to fill out and bring to first day of class; expect measurements to take students approximately 15 minutes total to complete. Send email reminder the day before class requesting students who are interested in participating to bring completed packet to class.

Demographic Information Sheet

Demographic information sheet to include: gender, age, race/ethnicity, class standing, highest level of school of parents or primary care givers; and whether or not they have previously used any career resources on campus and if so what.

Theory: research protocol to collect demog info on participants

Projected Outcome: information used to accurately describe participants involved in study

Measurement(s): demographic information sheet

CDMSE

Theory: Few studies have looked into the effectiveness of interventions that focus on increasing CDMSE. By focusing on an individual's CDMSE within an intervention it is suggested that a client will become more engaged in the process, develop mastery skills, and therefore lessen anxiety associated with the process. This engagement can occur gradually by engaging in small tasks related to CDMSE, obtaining support and encouragement from others to engage, and through participatory learning with others who are going through/have gone through a similar experience (Astin 1984; Brown 1995; Gloria & Hird 1999; Maples & Luzzo 2005).

Projected Outcome: to assess student's self-efficacy as it relates to their career decision-making

Measurement(s): Career Decision-Making Self-Efficacy Short-Form (CDMSE-SF; Betz, Klein, & Taylor, 1996)

MEIM

Theory: It is important to incorporate life experiences, worldview, and student's multiple identities into their career exploration process. The spheres of student's worldview will include: experience of culture, religion, family; interactions with community and larger society; self-view and self-efficacy; barriers and oppression, client's story and engagement in career decision-making process. However, each of these components may have different levels of saliency for each student therefore it is important for the instructor understand how each student views their identity and how they choose to relate to cultural groups different than their own (Evans, Forney, & Guido-DiBrito 1998; Gloria & Hird 1999; Hartung et al 1998; Ponterotto et al 2000; Pyle 2000).

Projected Outcome: to assess student's feelings and thoughts about their own ethnic identity and how s/he views him/herself in relation to other racial/ethnic groups

Measurement(s): Multigroup Ethnic Identity Measure (MEIM; Phinney, 1992)

CCSE

Theory: It is important to incorporate life experiences, worldview, and student's multiple identities into their career exploration process. The spheres of student's worldview will include: experience of culture, religion, family; interactions with community and larger society; self-view and self-efficacy; barriers and oppression, client's story and engagement in career decision-making process. However,

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each of these components may have different levels of saliency for each student therefore it is important for the instructor understand how each student views their identity and how they choose to relate to cultural groups different than their own (Evans, Forney, & Guido-DiBrito 1998; Gloria & Hird 1999; Hartung et al 1998; Ponterotto et al 2000; Pyle 2000).

Projected Outcome: to assess an individuals' level of social identity as it relates to their membership in a racial/ethnic group

Measurement(s): Collective Self-Esteem Scale (CSES; Luhtanen & Crocker, 1992)

CCS

Theory: While enrolled in a predominantly white campus REM students are faced with juggling white campus culture, academic culture which is designed to support dominant white cultural values, and their familial culture. Often the constant balancing and negotiating of these values systems leave REM students with feelings of isolation, loneliness, anxiety and lowered self-esteem. Therefore when conducting an intervention it is important to understand students' experience of the campus climate in order to accurately assist students in recognizing and developing positive coping strategies (Bui 2002; Gloria, Castellanos, et al 2005; Gloria & Segura-Herrera 2004; Rendon 1994; Reynolds, 1994).

Projected Outcome: to assess students' perceptions of university life as it relates to their racial/ethnic values

Measurement(s): Cultural Congruity Scale (CCS; Gloria & Robinson Kurpius, 1996)

March 22, first class

Welcome, Ice Breaker & Course Overview – 90 min

- Sit in circle; ask students to sit in silence and breath for a few moments; share a poem (invite others to bring in poems or quotes to share next time); ask students to introduce themselves “popcorn style” (when they are ready) with name and a word or brief description of how they are feeling
- “Circle within a Circle” Activity → Form two circles with an inner and outer ring; have students answer the following questions in pairs rotating after every question or two. Sample questions: What is your favorite TV show and why? What’s on your nightstand? Who would play you in the story of your life and why? What was your favorite subject as a kid and what is it now? Who is the most influential person in your life and why? What has been the most challenging thing for you so far this semester/year? What are you passionate about? What are your expectations for our time together?
- “Web of Friendship” Activity → Form one circle. One person starts by asking a question and answering it. They then throw a ball of yarn to someone across the circle, making sure to hold on to the end. The catcher answers the same question and throws the yarn to someone else across the circle while holding on to the string. Continue this until everyone has answered the first question and created a simple web. A new question is asked and this process continues until the group has created a very complex web linking everyone to each other person.
- Review syllabi and course objectives → share something about my interest in this course; stress importance of attendance and participation; engage students in conversation about their expectations for course, for me, and for themselves.

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Theory: Initial goals for group should be to develop comfort and trust between group members, establish credibility and genuineness for facilitators, and set tone/structure for rest of group interactions with room for flexibility and input (Hartung et al 1998; Pyle 2000).

Projected Outcome: to establish shared purpose and expectations for the course; clarify roles and responsibilities; rapport building

Measurement(s): large group discussion; consent form

Break – 15 min

Career Lifeline Activity – remainder of class

- Share highlights from my own career lifeline → family values and traditions, my educational background, components from my life that influenced career choices and my way-of-being
- On a blank piece of paper ask students to create their own career lifeline. Have students reflect on and write down experiences from childhood through present that may have influenced their vocational interests (e.g. employment, volunteer work, hobbies/interests, cultural expectations, gender role expectations). Also ask students to visualize their future and what careers, hobbies, other life goals they can imagine for themselves in a year and five years or more.

Theory: An informal assessment like this involves the student in such a way that supports their position as the expert of their own experiences and increases their investment in the process of career exploration (Bowman 1995; Ettinger 2001; Gysbers et al 2003). In addition, it is important to integrate activities that focus on students' self-reflection and multidimensional exploration of their cultural/life experiences (Rendon 1994; Gloria & Segura-Herrera 2004; Gloria, Castellanos et al 2005).

Projected Outcome: To begin to identify and explore values, interests and experiences as they relate to potential vocational interests or the exclusion of vocations.

Measurement(s): N/A

Homework

Purpose: To engage you in the exploration of your values, interests, and experiences as they relate to potential vocational interests.

Description: Write a one-page (single-spaced) reflection on the career lifeline developed in class answering the following questions: 1) What were some of the most positive experiences that have influenced your vocational interests? 2) Were there any negative experiences? How did you work through those? 3) Do you see any patterns in your experiences? 4) Does your career lifeline surprise you in some way or is there something you feel is missing? 4) What might the important people in your life say/notice about your career interests? Please attach a copy of your career lifeline drawing to your reflection paper.

Reminder: Collect any consent forms and research packet students are ready to turn-in, answer any questions they may have. If students forgot forms but are still interested they can be turned in to my office by Friday.

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March 29

Check-in – 40 min

- Sit in circle; ask students to sit in silence and breath for a few moments; share a poem (invite others to bring in poems or quotes to share next time); ask students to introduce themselves “popcorn style” (when they are ready) with name and a word or brief description of how they are feeling/thoughts on homework or what we have discussed so far
- Establish guidelines for class discussions – have students write their ideas down on pieces of paper, crumple and throw in middle of floor, then after all pieces have been mixed together ask students to select randomly and read for class, then engage entire class in creating a list. Focus on having students describe what their ideas might feel or look like (e.g. instead of simply saying respect, describe what respect might feel or look like). Keep list and bring to each class.

Theory: It is important to establish positive group norms and an atmosphere of honesty, openness to self-expression, and conversation between group members (not members directing comments towards facilitator only). In a group, members are agents of change and the therapist/instructor’s primary responsibility is to create a group culture that promotes group interaction through modeling, posing questions that engage members and being honest about own faults or lack of knowledge. The initial group meeting focuses on establishing a rationale for the group and determining how the group will work together. In addition, members are often preoccupied with establishing social relationships, obtaining a sense of who the other group members are and finding their place within the group’s dynamics. Knowing this, the instructor finds ways to develop group cohesion through exploration and interaction of members (Yalom 1995).

Projected Outcome: To develop group cohesion and empower students to actively create a supportive environment

Measurement(s): N/A

Break – 10 min

Decision-Making Process – 60 min

- Watch video clip of *TBD*. Engage class in a discussion of the main character’s decision-making process (emphasize there is no right or wrong, focus on the process in general). Guiding questions: What was the decision the character was struggling with? What information helped the character make her decision? What role did family/friends/community members play in her/his decision and how? What values were exhibited by the characters and how did the main character mediate between them?
- Have students think of a time when they had to make an important decision and reflect individually on what and who was involved in their decision-making process (e.g. decision to attend college, how they chose their major, decision on where and how much to work while in school).
- Link this process to that of career decision-making and identify key stages of this process: 1) read about your careers of interest; 2) talk to people in your careers of interest; 3) observe people in your careers of interest; 4) experience your careers of interest. Guiding questions: Which stage is most crucial to making a good career choice? Why? (if answer is exploration then share

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with group that I've found students I meet often have the most difficult time with this stage and ask why they think that might be?)

- Discuss how decision-making is a circular and life-long process. Roles, values or priorities may change? Emphasize that students need only make the next best decision. The key is to know what values are important and how individuals prioritize those values. How did they feel about the decision they made? Make connection that one's approach to decision-making may influence their satisfaction with it.
- Explain and generate student feedback on the four major decisions students will need to make in relation to their career, 1) choice of occupation or career field/major (list of career clusters found p. 160 in Ettinger 2001), 2) choice of work setting, e.g. an industry or particular business, 3) choice of geographic area, 4) choice of what role student wants work to play in his/her life (Ettinger 2001, p. 190).

Theory: It is important for student to be able to understand how they are making decisions and what factors influence the decisions they make (Bowman 1995; Ettinger 2001; Hartung et al 1998; Pyle 2000).

Projected Outcome: To develop an awareness of and understanding for the career decision-making process.

Measurement(s): N/A

Break – 10 min

Values, Skills & Interests – 60 min

- Community genogram exercise: Ask students to work individually (though students encouraged to discuss and share) on creating their own career genogram. List: careers and education level of immediate and extended family/neighbors/community members/mentors; write down cultural and familial values and who they learned these from; highlight any significant changes in the educational or work status of important individuals they know (e.g. lay-off, dropped out of school, major change in career track). Share in small groups what students have created and turn in to instructor.
- Alternative activity if needed: In small groups have students engage in card sort of values, skills and interests into categories, e.g. for values: always value, often value, sometimes value, seldom value, or never value (Ettinger 2001, p. 99; Missouri Occupational Card Sort in Gysbers, Heppner, Johnston, 2003, p.222). Guiding questions: Was it challenging to work through this exercise together? How would it have been different had you done this alone? Why are items placed in the categories they were? Is there a theme or pattern you can see in your categories? How do these values fit into the culture of today's workforce (Ettinger 2001, p. 138 has list of traditionally white workforce values) and what does that mean for you?

Theory: From a psychocociocultural perspective it is important to assist students in assessing their current situation; explore familial roles and expectations; discuss perceptions of roles and responsibilities; cope with emotions and preconceived notions; and develop ways to cope with these interwoven dynamics (Bowman 1995; Gloria & Rodriguez 2000; Hartung et al 1998; Heppner & Duan, 1995; Lent & Brown 1996; Pyle 2000).

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Projected Outcome: To assist students in clarifying their values, goals, and career objectives. To encourage individual and collective growth by increasing awareness of human diversity, cultures, values, and beliefs.

Measurement(s): Career Genogram (Gysbers, Heppner, Johnston, 2003, p.201-215)

Homework

1) Community Genogram Reflection

Purpose: To assist you in identifying environmental and familial influences on your vocational interests and begin to explore how those influence your values, goals, and career objectives.

Description: Write a one-page (single-spaced) reflection on the community genogram you created in class. When writing your reflection consider answering the following questions: 1) Who has been influential/supportive in your life and decision-making thus far and what has that meant for you? 2) Share at least one story about your family or community that has positively influenced you? 3) When looking at your genogram what image(s) come to your mind and why? 4) What do you notice about the careers, interests, and lifestyles of the people in your genogram? Are you impacted by these characteristics and how? I strongly encourage you to engage in discussions with family or community members as you develop, reflect on, and interpret your genogram. Please turn in this reflection with a copy of your completed genogram.

2) Individual Meeting with Course Instructor

Purpose: To provide a time for personalized feedback and discussion.

Theory: Individualized interpretations and feedback on the information shared by (or taken as a part of an assessment test) participants appears to be important to that individual's understanding of career planning and decision-making (Lent & Brown 1996).

Description: Schedule a 1/2 hour one-on-one "check-in" meeting with the instructor; use a sign-up sheet in class

April 5

Check-in – 10 min

Sit in circle; ask students to sit in silence and breath for a few moments; share a poem (invite others to bring in poems or quotes to share next time); ask students to introduce themselves "popcorn style" (when they are ready) with name and a word or brief description of how they are feeling/thoughts on homework or what we have discussed so far.

Computer Assisted Career Exploration – entire class period

- Select several applicable sections for students to complete
- Pam, internship advisor, to talk about internships and opportunities

Theory: Maples & Luzzo (2005) conducted a study designed to evaluate the impact DISCOVER has on the career decision-making self-efficacy of students. They found that the use of DISCOVER increased students CDMSE and that those students' developed an increased sense that they had control over this process and less belief that external factors dictated outcomes (e.g. the belief that

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they would “end up” in a particular career). The use of DISCOVER also provided a tangible career exploration activity which provided students with a sense of accomplishment and progress toward their goal of increased clarity regarding a career decision. This in turn decreased some anxiety students felt over the complex nature of career decision-making.

Projected Outcome: To increase student awareness for and develop skills to navigate the world-of-work. To assist students in exploring and expanding career opportunities such that they are better informed to make tentative career decisions.

Measurement(s): DISCOVER or WISCAPE

Homework

1) Computer Assisted Career Exploration

Purpose: To increase awareness of your skills, interests, and values and how they integrate into the world-of-work. To begin providing you with a list of potential occupations that may interest you.

Description: Turn in a copy of your results and a one-page (Single-spaced) reflection on your reaction to your test results. Consider answering the following questions: 1) Do you feel these results accurately represent you? If so, why? 2) If not, what is missing or incorrect and if you could re-write the results what would it say? 3) What are some occupations that peaked your interest? 4) Are these new occupations or do they reinforce options you were already considering? 5) What kind of information or experience do you feel you need next to progress in your career exploration?

2) Informational Interview, due in two-weeks

Purpose: To increase your awareness of and develop skills to navigate the world-of-work. To provide you with job/industry specific information that may assist your career decision-making.

Description: Conduct a 1-hour interview with an upper-level student or professional who is working in (or working towards gaining entrance into) one of the occupations or career fields you are considering. Write a one-page (single-spaced) reflection on your experience, what you learned, and how the interview has influenced your interest in this occupation or career field.

April 12

Check-in – 10 min

Sit in circle; ask students to sit in silence and breath for a few moments; share a poem (invite others to bring in poems or quotes to share next time); ask students to introduce themselves “popcorn style” (when they are ready) with name and a word or brief description of how they are feeling/thoughts on homework or what we have discussed so far.

Career Exploration – 45 min

Small group discussion, have students share responses to their homework assignment and career assessment results

Break- 10 min

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World-of-Work Information – 60 min

- Sample visualization exercise to help uncover career stereotypes and barriers students may perceive. Have students close their eyes and visualize a typical day. Ask them to take note of any career related or labor market info and how it makes them feel. In pairs have students discuss and reflect on what they saw and felt (p. 97-98 in Ettinger 2001).
- Share and discuss current career and labor market info
- Engage in large group discussion on discriminating and stereotypical practices (gender, race, other) within workplace; discuss economic realities; do students hold any career stereotypes?
- Have students answer the “what do you know about work?” worksheet and discuss (p. 196, Ettinger 2001)

Theory: Information on world-of-work should include skills, requirements, possible outcomes, and other information specific to the environment (e.g. acceptance of diversity). Discussing information about a wide array of potential career paths may expose clients to careers they either did not realize existed or felt barriers to entry. (Ryan & Arbona 1999; Lent & Brown 1996).

Projected Outcome: To increase student awareness for and develop skills to navigate the world-of-work. To assist students in exploring and expanding career opportunities such that they are better informed to make tentative career decisions. To provide a forum for students to discuss opportunities and potential challenges to their CDMSE and develop coping strategies.

Measurement(s): N/A

Break- 10 min if needed

Support Networks – 15 min

Individually (though students can consult with others) have students make a list of their support network within campus, their family, their community, and in the workforce (e.g. associations)

Theory: According to research by McWhirter, Hackett, et al. (1998), although barriers may exist in client’s life, perceptions of support were significantly related to client’s career aspirations and educational plans. Also, having a support network of people who support a client’s career plans and possibly assist client in some career implementation strategies (e.g. provide contact names) is also key (Brown & Lent).

Projected Outcome: To help students establish a support network for their career exploration and develop an understanding of available resources. To provide a supportive atmosphere for the development of short and long term career goals.

Measurement(s): N/A

Career Action Plans – 15 min and homework

Individually (though students can consult with others) develop career action plan. These should be specific, observable, time specific, and achievable; strategize for probable environmental barriers and how to overcome them (p. 353 Gysbers et al 2003).

Theory: (Lent & Brown 1996)

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Projected Outcome: To help students establish a support network for their career exploration and develop an understanding of available resources. To provide a supportive atmosphere for the development of short and long term career goals.

Measurement(s): N/A

Homework

1) Career Action Plan & Support Network List

Purpose: To provide you with a realistic and concrete plan of action for your career exploration/job search. To help you identify the support network you have available to assist in your career exploration/job search.

Description: Turn in a copy of the career action plan and support network list you developed in class. Write a one-page (single-spaced) reflection answering the following questions: 1) How are you feeling about your career exploration thus far? 2) Do you have any questions or concerns about this process or how you will proceed from here? 3) What are you most and least looking forward to regarding the career-decisions you will be making?

Special Note: Please come to class next week prepared with at least three questions to ask our guest speakers.

2) Reminder! - Informational Interview

Purpose: To increase your awareness of and develop skills to navigate the world-of-work. To provide you with job/industry specific information that may assist your career decision-making.

Description: Conduct a ½ to 1-hour interview with an upper-level student or professional who is working in (or working towards gaining entrance into) one of the occupations or career fields you are considering. Write a one-page (single-spaced) reflection on your experience, what you learned, and how the interview has influenced your interest in this occupation or career field.

April 19, Final Class

Check-in – 10 min

Sit in circle; ask students to sit in silence and breath for a few moments; share a poem (invite others to bring in poems or quotes to share next time); ask students to introduce themselves “popcorn style” (when they are ready) with name and a word or brief description of how they are feeling/thoughts on homework or what we have discussed so far.

“Advanced” REM Student Sharing – 90 min

Once students have begun to self-identify possible careers ask them to make a list of other students/friends/siblings they know who are also working towards or who have recently entered these fields. Invite those folks to a class to discuss their career path (emphasis on peer-to-peer learning). If needed, student referrals might come from: Dr. Gloria, Greg, Alicia, Angie, Hazel, EDI folks.

Theory: According to Ryan (1999) modeling involves exposing clients to “like” others who have successfully gone through the career decision-making process and are currently employed in a field

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of interest to the client. These role models provide an example of how to cope with career decision-making tasks, how to navigate the world-of-work, and may have a positive impact on a student's self-efficacy. (Evans, Forney, & Guido-DiBrito 1998; Feldman and Newcomb 1969; Gloria & Rodriguez 2000; Lent & Brown 1996; Karunanayake & Nauta 2004)

Projected Outcome: To help students establish a support network for their career exploration and develop an understanding of available resources. To provide a supportive atmosphere for the development of short and long term career goals.

Measurement(s): N/A

Break – 15 min

Discuss Career Action Plans – 30 min

- Brief check-in on how students doing
- Class discussion of career action plans
- Be ready if students struggling with career choices to create a “decisional balance sheet and identify positives and negative consequences related to each alternative; identify consequences anticipated for themselves and others both short and long term.” (p. 141 Swanson & Fouad 1999)

Theory: Developing career action plans assist students in synthesizing information they have learned and breaking that down into smaller achievable pieces. REM tend to prefer more concrete discussions of short and long-term goals which provide them with opportunity to follow-up and edit based on their changing needs (Bowman 1995; Gysbers, Heppner, Johnston 2003; Hartung et al 1998; Pyle 2000).

Projected Outcome: To provide a supportive atmosphere for the development of concrete and obtainable short and long term career goals.

Measurement(s): N/A

Closing & Feedback – 35 min

- Audio record students feedback of class
- Some type of closing ceremony for the last day of class; solicit ideas from students on what they want this to look like. Re-cap all we have accomplished both as a group and individually, mention the process we all engaged in, re-emphasize student's strengths, ask students to share in this reflection as well. Establish hope for the future, next steps, and for me as a continuing resource. Have post-test and evaluations ready. (p. 358 Gysbers et al 2003)
- Ask students to complete instructor and two course evaluations in-class

Theory: Often groups prefer to avoid the feelings associated with group termination and may choose to ignore or act out wishes to avoid termination. The instructor must regularly remind the group of the approaching termination and solicit students' input in what they would like that to look like. Often the best way to end a group is to provide time for students to voice their shared experiences, reflect on what they've learned, and share excitement for future goals (Yalom1995).

Projected Outcome: To provide closure for group process and reinforce students' learning and ability to continue the work we began together.

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Measurement(s): N/A

Homework: post-test materials: CDMSE-SF, MEIM, CCSE, and CCS due in my office by Friday