Embedding Career Education in the University Curriculum

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Agenda

- 1. Warmup (10 min)
- 2. Strategies for building partnerships (15 min)
- 3. Structures & tools for embedding career education (15 min)
- 4. Instructional design principles & curriculum design (15 min)
- 5. Questions & discussion (20 min)

Warm Up

- Introduce yourself to partner or 2
- What's the story on your campus with career curriculum?
- What questions are you grappling with right now?

Building Partnerships – The Story at Queen's

- Initial emphasis in-house, shift in focus to outreach
- Cross Functional Committees & Projects
 - LEAP (Learn, Experience, Articulate, Present) Network
 - CAACOP (Career & Academic Advising COP)
 - Experiential Learning Hub
- Being prepared, asking questions, collaborating with champions
- Engineering 100 & 200 level Design Courses
- Psychology Careers Conference, Course, Textbook
- Build on success, tell your story, gather evidence

Building Partnerships – The Story at Brock

- Organizational structure: Teaching, Learning & Student Success
- Partnership development internal/external
- Needs assessment

Direct contact

- Identify need
- Initiate meeting
- Conduct needs assessment
- Follow up
- Quality assurance

Colleague referral

- Initiate follow up (individually or with colleague referral)
- Conduct needs assessment
- Follow up
- Quality assurance

Faculty request

- Coordinate meeting
- Conduct needs assessment
- Follow up
- Quality assurance

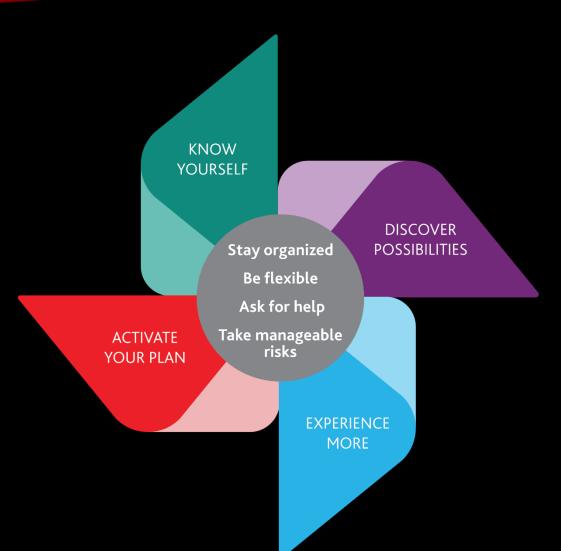
Existing relationship

- Review existing curriculum
- Make recommendations
- Align with CCEE career development model
- Quality assurance

Structures & Tools Part I - Brock

- Career development model & curriculum design
- EE collaboration and reflection framework
- Existing programming revise to intentional career curriculum, learning outcomes, assignment & project ideas
- Faculty Toolkit in development
- Innovative practices Lego® Serious Play® and Skills Mind-Mapping

CCEE Career Development Model



How can you develop your own...

- 1. Curiosity explore new learning opportunities
- 2. Persistence make an effort despite setbacks
- 3. Flexibility be flexible to changing attitudes and circumstances
- 4. Optimism consider new opportunities as possibilities and achievable
- 5. Risk Taking take action even in uncertain situations

Using the CDM



Structures & Tools Part II – Queen's

Major Maps, MyMajorMap





Career Curriculum Toolkit



- Third Party Products:
 - Challenge Cards
 - Who You Are Matters





FOR LIFE AFTER GRADUATION

BACHELOR OF SCIENCE (HONOURS): MAJOR, SPECIALIZATION | BACHELOR OF ARTS (HONOURS): MAJOR, MEDIAL, MINOR

Want to enhance your degree? Consider a certificate in Media Studies or explore other certificates available.



BACHELOR OF SCIENCE (HO	NOURS): MAJOR, SPECIALIZATION BACHELOR OF ARTS	(HONOURS): MAJOR, MEDIAL, MINOR			UNIVERSITY
	1ST YEAR	2ND YEAR	3RD YEAR	4TH OR FINAL YEAR	
GET THE COURSES YOU NEED	BAH and BSCH: take PSYC 100 (6.0). BSCH: Take 12.0 units from BIOL 102/103, CHEM 112, MATH 121, PHYS 117, CISC 121/124. Each Plan will have at least one required first-year course, including minors. It is important to take a variety of first-year courses to keep as many pathways open as possible for you going into second year. For details see the Arts and Science Academic Calendar.	For all Honours PSYC Plans take PSYC 202 and PSYC 203. Option Courses: 6.0 units from PSYC 205, 215, 221, 271, 6.0 units from PSYC 231, 236, 241, 251. Majors should take 18.0 units and Medial and Biology and Psychology specialization students take 12.0 units of PSYC courses. Please see the Academic Calendar to ensure you are taking the correct courses.	Majors take PSYC 301, and PSYC 302 if interested in pursuing the Thesis option in Final Year. Medial and Biology and Psychology Specialization Plans: complete 200-level PSYC requirements and start to enrol in 300-level PSYC courses. Need help mapping all of your core, option, supporting and elective courses (including those not listed above) to make sure you will have what you need to complete your degree? Use the Course Mapping Tool on the Arts and Science website.	PSYC Major students: complete Thesis option (research-based) OR Seminar option (course-based). Medial and Biology and Psychology Specialization: complete required upper year PSYC courses. By fourth year you should be working on your remaining option and elective courses. Make sure to map your minor and / or certificate(s) as well. Apply to graduate in SOLUS.	Where could I go after graduation? Advertising Basic and applied research Business administration and management Child and youth care Community development Conflict resolution and mediation Consumer behavior
GET RELEVANT EXPERIENCE	Join organizations on campus such as the Sexual Health Resource Centre and the Mental Health Awareness Committee. See the AMS Clubs Directory or the Queen's Get Involved page for more ideas. Get an upper year Peer Mentor in PSYC. Ask the PSYC Department Student Council (DSC) for details.	Look into summer jobs by talking to the Dept, about NSERC USRA's or Career Services about work through SWEP or Work-Study: Volunteer in a PSYC Research Lab. Take more responsibility within different clubs or extracurriculars. Attend workshops and training sessions offered to students through the CMHA.	If interested, apply for an Undergraduate Student Summer Research Fellowship (USSRF). Consider applying to do a 12-16 month QUIP internship between your third and fourth year. Take a PSYC 570°75 Special Directed Lab course for further research experience. Apply to be a PSYC 100 TA through PSYC 400.	Investigate requirements for full-time jobs or other opportunities related to careers of interest. Assess what experience you're lacking and fill in the gaps - check out the Career Services skills workshop for help. Present your PSYC 501 research at Inquiry@Queen's and your Thesis Poster at the Ontario Undergraduate Thesis Conference.	Corrections Counseling Career counseling Ergonomics Forensic assessment Health care administration Human resources Law
GET CONNECTED WITH THE COMMUNITY	Volunteer on or off campus with different community organizations such as Autism Ontario Kingston, Big Brothers, Big Sisters KFL&A, Telephone Aid Line Kingston, and the Kingston Sexual Assault Centre.	Get involved with the Departmental Student Council (DSC). Think about applying to volunteer at the Peer Support Centre, Student Wellness Services, or other services. Start or continue volunteering with organizations such as Hotel Dieu Hospital and the Elizabeth Fry Society Kingston.	Do targeted networking with alumni working in careers of interest by joining the Linkedin group Queen's Connects. Check out Career Services networking workshops. Connect with professors at events or workshops hosted by the DSC. Meet one on one with professors or graduate students.	Consider joining professional associations, such as the Ontario Psychological Association or the Canadian Counselling and Psychotherapy Association. Join groups on LinkedIn reflecting specific careers or topics of interest in Psychology.	Marketing Media – electronic & print Medicine Mental health services Neuroscience Occupational health and safety Occupational therapy
GET THINKING GLOBALLY	Prepare for work or studies in a multi-cultural environment by taking QUIC's Intercultural Competency Certificate, and research possible immigration regulations. Speak to a QUIC advisor to get involved in their programs, events, and training opportunities.	Is an exchange in your future? Start thinking about where you would like to study abroad. Apply in January for a 3rd year exchange through the International Programs Office. Attend the Bader International Study Centre in the U.K. for the winter term and take PYSC 333, 342, and 397.	Get involved with other cultures or improve your language skills. Pursue Summer Internship/Work opportunities with CIDA. Take a French Conversation class through the Francophone Centre.	International students interested in staying in Canada can speak with an International Student Advisor. Volunteer with places like Immigrant Services Kingston & Area.	Physical therapy Professor Program evaluation Psychiatry Residential care Social work Speech language pathology

Start focusing on areas of interest. Research education

requirements for careers of interest. If needed, prepare

to take any required tests (such as the GRE, LSAT or

Career Services.

GMAT) and get help thinking about grad school from

*This map is intended to provide suggestions for potential activities and career paths, but everyone's abilities, experience, and constraints are different. Build your own map using our online My Major Map tool.

Explore careers of interest by reading books in the

Career Services Information Area, such as Career Paths

in Psychology. For more information check out Career

Cruising or by finding and connecting with alumni on

LinkedIn. Go to the PSYC Careers Night in February,

hosted by the PSYC DSC.

Grappling with program decisions? Go to Majors Night

or get some help wondering about career options

Build your transferable skills in time management,

problem-solving, writing and more with Student

from Career Services.

Academic Success Services.

Visit careers.queensu.ca/majormaps.html for the online version with links!

Apply to jobs or future education, or make plans

applications, or other decisions.

for other adventures. Get help from Career Services

with job searching, resumes, interviews, grad school

Teaching

Some careers may require additional training.

MY MAJOR MAP — Get what YOU want from school by tracking ideas, goals, and successes.



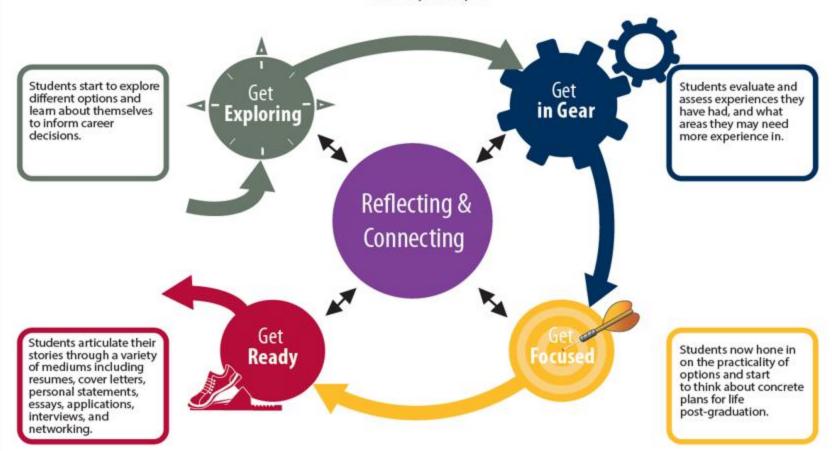
Possible Programs of Study:

	1 st year	2 nd year	3 rd or final year	4 th or final year	After Graduation
GET THE COURSES YOU					CAREERS OF INTEREST
NEED					
(core courses,					
requirements,					
electives)					
GET RELEVANT					
EXPERIENCE					
(clubs, jobs,					
volunteering,					
research,					
internships)					
GET					
CONNECTED					SKILLS &
WITH THE					QUALIFICATIONS
COMMUNITY					I MIGHT NEED
(conferences,					
student gov't,					
associations)					
GET THINKING					
GLOBALLY					
(study abroad,					
travel, 3 rd year					
exchange)					
GET READY FOR					
LIFE AFTER					
GRADUATION					
career or grad					
school prep)					



CLEAR Model

Navigating careers and employment can be complex, so we have broken down this complex process into 4 broad phases of Career & Life Exploration And Readiness (CLEAR) to map approximately onto the 4 years of university life (or phases for Master's students). This model is meant to be a guide only. Students may return to previous phases through reflecting and connecting (in the center) on where they currently are.







Instructional Design Principles

1. Where are

we going?

- Short and long-term student feedback
- Instructor feedback
- Modifications & changes to plan
- 3. How will we know we've arrived?
 - 2. How will we get

there?

- Alignment
- Learning theory
- Technologies
- Resources
- Timeline & PM plan

- Design
- Blueprint
- Practice
- Technologies

Career Readiness Modules in Engineering

Design & Implementation

- Program-wide implementation plan
- Developed learning outcomes and set objectives
- Created a detailed blueprint for each workshop/module, including video, rubrics, samples, worksheets
- Multidisciplinary team
- Worked with instructors
- Evaluated workshop/module success

Keys to success

- 1. Embedding content in an existing course
- 2. Spiral design for curriculum
- Engaging and relevant content with real-world examples
- 4. Provide resources
- 5. Evaluate from multiple perspectives

Career Readiness Modules in Engineering

Course Design Blueprint

1. Course Information

APSC 100 Module 1 F17

Course Name: Course Instructors:

APSC 100 Instructors - B. Frank, S. Smith, S. Blight, G. Sweetman, P. Hungler

Studio TA's

Week/Module Topic: Week 11 - Engineering Your Career

2. Lesson Overview/Learning Outcomes

Overview

There are two central objectives in this lesson. The first is to encourage students to start thinking about where they want to be (career wise) in the future (10 or 15 years from now). The second objective is for students to develop a professional mission statement, a development plan to achieve their mission, and resume that showcases their current skills and experience.

By the end of this week, students will be able to:

- 1. Identify possible career options for engineers.
- Describe some basic career theories that inform intelligent career planning.
- 3. Use the Finding Your Fit worksheet.
- Identify personal interests, skills and values based on experiences.
- Develop a mission statement using selected strengths, values and interests.
- Write goals that are specific, measurable, agreed upon, realistic, and time-based.
- 7. Use your Major Maps.
- 8. Develop a detailed plan for achieving educational, personal and career-based goals.
- Identify resources and support available through Queen's Career Services.
- Use the Resume Tips worksheet and the Resume Content Checklist to develop a resume listing current experience and qualifications.

3. Required Materials

Provide a detailed list of book/chapter references, links, and/or PDF files that the learner must read.

Handouts from Career Services (posted on onQ):

- Finding Career Fit (handout distributed in lecture)
- Major Map Worksheet
- Resume Tip sheet
- Resume Checklist (handout distributed in lecture)

4. Optional Materials (if applicable)

Provide a detailed list of materials (e.g. readings, videos, images, problem sets, equation lists, charts, etc.) that may be useful for learners to consult.

Link to Career Services website

5. Introduction to Week/Module

Draft an introductory paragraph or video script introducing learners to the week/module content.

To be explained in-class by instructors.

6. Required Tasks

Outline, step-by-step and in detail, what content will be included in each learning object.

Before lecture: (30 minutes or less)

- Locate current resume and use Resume Tip Sheet to revise it. If no resume exists, use the Resume Tip Sheet on onQ to create it (bring a copy – print or electronic to studio).
- Thinking about their resume, identify two significant experiences and make some brief notes on those experiences (e.g. what was it, where was it, who was involved, why is it significant?).
- Watch video Part I: Finding Your Path (6:20 mins) https://stream.gueensu.ca/Watch/Xr62Wqp5

Lecture: (50 mins in total) (8 classes in total)

- (5 mins) (Instructor) Brief introduction to career planning by lecture instructor through them sharing their story of how they came to their current career. Connection with Interview with and Engineer deliverables.
 - Follow up with a short discussion on the key messages from pre-lecture video Part I: Finding Your Career Path video.
- 2. (6:22 mins) view video Part II: Your Mission Statement -

https://stream.gueensu.ca/Watch/d7E8Ppt4

- 3. Distribute handout "Finding Your Way".
- (5 mins) Task 1: Identifying Your Significant Experiences. Students spend a few minutes filling in their significant experiences using the handout.
- (10 mins) Task 2: Sharing Your Experiences. Students will partner with another student to share their important experiences and help each other to identify themes.
- (3 mins) Task 3: Identify Your Skills and Qualities. Students fill in the column on Skills and Qualities using examples from video Part II.
- (3 mins) Task 4: Identify Your Values and Needs. Students fill in the column on Values and Needs using examples from video Part II.
- (3 mins) Task 5: Identify Your Interests, Possibilities and Challenges. Students fill in the column on Interests. Possibilities and Challenges using examples from video Part II.
- (10 mins) Task 6: Create Your Mission Statement (Focus). Students individually draft their
 mission statement using the themes/skills/values/interests identified from their key experiences. If
 time permits, share they can share their draft statement with a peer.

Studio session: (1 hour) (11 studios in total)

- 1. (2 mins) (Tutorial lead) overview of session e.g. "Today's Studio time is all about you. This week's pre-lecture activity was to find your resume or create one using the Queen's Career Services Resume Tip Sheet. Hopefully you have all done this. You were asked to bring a copy of it to Studio, preferably in print form. We're going to take some time for you to share your resume with a peer and vice-versa. Together, you will work through the resume drafts using the Resume Review Worksheet. After you've given and received feedback from two peers, you will have the remaining Studio time to get started on any changes."
- (15 mins) (Students in pairs) In groups of 2, review each other's resume draft using the "Resume Checklist". Provide feedback on what works well and what could be improved (students should be prompted to think back to the content on how to give good feedback).
- . (15 mins) (Students in pairs) Switch to a new partner and switch resumes to review using the "Resume Checklist". Provide feedback on what works well and what could be improved.
- (15 mins) (Students Individual) Modify resume according to peer feedback (or work on professional mission statement or plan).

After lecture: (2 hours, to be done any time as part of Interview with an Engineer assignment)

Watch the Video on onQ – Part III: Making it Happen (3:25 mins)- https://stream.gueensu.ca/Watch/Pt87JgBa

Instructional Design Approach

Career Development Learning Goals:

Students in this course will:

- Identify how fieldwork experience is related to career options in recreation and leisure;
- Review, research and analyze career related information including discipline specific career options;
- Increase awareness of professional skills in general and as related to recreation and leisure careers;
- Initiate critical evaluation of individual skills/interests and assess how this translates to their own suitability for recreation and leisure career opportunities;
- Communicate transferable skills and learning experiences (developed through work, volunteer, extracurricular, experiential learning, academics, etc.) in professional documents (i.e. resume and cover letter) and interview situations;
- Identify individual learning needs, set realistic fieldwork timelines/expectations, and develop an action plan for next steps (both short and long term); and
- Interact with community members, industry professionals, staff, and faculty to gain
 insight into recruitment and employment needs including managing community partner
 and Faculty expectations.

% of Final Grade	Due Date
10%	on-going
Paper 20%	December 3, 2018
5%	Dec. 15, 2018
10%	tbd - by April 15, 2019
25%	tbd - by April 15, 2019
20%	April 1, 2019
10%	April 1, 2019
	Paper 20% 5% 10% 25% 20%

Instructional Design Approach

RECL_4F15			8 of 10 Fall/W	inter 2018/19
	Tue Sept.25	No lecture – instead complete Supplemental on- line activities	Lynda.com Modules https://www.lynda.com/LinkedIn- tutorials/Why-use- LinkedIn/672245/715355-4.html (2.36 minutes) https://www.lynda.com/LinkedIn- tutorials/Explore-potential-careers- companies/672245/715384-4.html (3.45 minutes)	LinkedIn Profile and Occupational Research Report
4	Mon Oct.1	Career Development #4: Preparing for your Field Placement	Professionalism – General How to prepare for your field placement – Specific to RECL 4F15.	Industry specific professionalism advice.
	Tue Oct.2	No lecture – instead complete Supplemental on- line activities	WIL Module: Unit 5 – Interpersonal Expectations and Skills Module • All modules within this unit (i.e. Module 5.1-5.5)	



RECL 4F15 Career Development Self-Reflection Assessment

tudent Name:	Date:	
riteria	What did you learn? How did it help prepare you for your placement? Were there any gaps in knowledge - anything you wish you had learned at any stage of the Career Development Model?	Rating
 areer Development #1 CCEE Career Development model Understands key elements of the model and how planned happenstance/chaos theory are connected to the 4 segments (Know Yourself, Discover Possibilities, Experience More and Activate Your Plan). 		
areer Development #2 What about me? (Know Yourself) - Completed personality test, work values self-assessment and can identify one's own transferable skills. Developed narrative and is able to communicate key skills. Can identify skills important to employers.		
areer Development #3 Exploring Careers & Field Placements (Discover ossibilities) - Gained understanding of industry opportunities & field placement options. Comfortable using LinkedIn as an occupational research tool.		
 areer Development #4 Preparing for your Field Placement (Experience More) Understands industry specific professionalism advice and general tips. Aware of how to navigate conflict in the workplace, teamwork, managing projects, and intercultural and interpersonal communication strategies (based on WIL module). 		
 areer Development #5 Resume & Cover Letter Strategies (Activate Your Plan) Understands how to develop CAR statements, effectively document education, experience and training. Understands how to format and write a professional resume and cover letter. 		
areer Development #6 Interview Preparation - Gained awareness of effective interview strategies including how to answer common questions. Understands the 4 elements of the SOAR method (Situation, Obstacle, Actions, Results) and the 3C's of a job interview (Competence, Compatibility, Chemistry). Confident in how to prepare for interviews and follow up appropriately.		
 Rate yourself using the following scale: 1=Progressing (@ beginning stages), 2=Proficient (have basic understand 	Total Points: ling), 3=Expert (can consistently demonstrate skills)	

Be sure to identify specific areas of improvement and/or perhaps reflect on areas where you felt you have done exceptionally well.

Use the back of this page to include any additional comments about your self-evaluation.



BEST Career Development Module Video Elevator Pitch Rubric

Criteria	Highly Exceeds Expectations (Excellent) 5 points	Exceeds Expectations (Good) 4 points	Meets Expectations (Satisfactory) 3 points	Below Expectations (Fair) 2 points	Does Not Meet Expectations (Poor) 1 point
Overall presence/confidence.	Demonstrates a high level of professional presence and confidence.	Demonstrates an above average level of professional presence and confidence.	Demonstrates an adequate level of professional presence and confidence.	Demonstrates a below average level of professional presence and confidence.	Demonstrates a very poor level of professional presence and confidence.
Content - Introduces self; mentions skills, experience and education and how this is valuable; includes career/job they are seeking. Oral communication - clear communication and speed.	Highly engaged when introducing self by name and mentioning skills, experience and education as related to the targeted career/job area. Demonstrates a high ability to communicate orally and is clearly understood.	Engaged when introducing self by name and mentioning skills, experience and education as related to the targeted career/job area. Demonstrates an above average ability to communicate orally and is easily understood.	Moderately engaged when introducing self by name. Mentions skills, experience and education that may or may not be related to the targeted career/job area. Demonstrates an adequate ability to communicate orally and is understood.	Not engaged when introducing self by name. Does not mention skills, experience or education. Does not relate to targeted career/job area. Demonstrates a below average ability to communicate orally and is not easily understood.	Does not introduce self by name. Does not mention skills, experience or education. Does not relate to targeted career/job area. Demonstrates a very poor ability to communicate orally and is not easily understood.
Overall - Background, lighting, sound, length (60 seconds)	Background is very professional. Lighting and sound quality is high. Information is presented within allotted time with ease.	Background is professional. Lighting and sound quality is good. Information is presented within allotted time mostly with ease.	Background is acceptable. Lighting and sound quality is acceptable. Information is presented within allotted time.	Background is not professional. Lighting and sound quality is below adequate. Information is not presented within allotted time (too long or too short).	Background is not acceptable. Lighting and sound quality is well below adequate. Information is not presented within allotted time and did not complete.

/20





Music Practicum (MUSI 2-3-4P75) CCEE Programming

Objective:

This program will engage students involved in MUSI 2-3-4P75 - Music Practicum course to develop career readiness skills through engaging in experiential education activities within a music context. Students will gain exposure to community partners and apply academic knowledge outside the classroom while developing professional skills and explore career possibilities related to future goals.

Learning Goals:

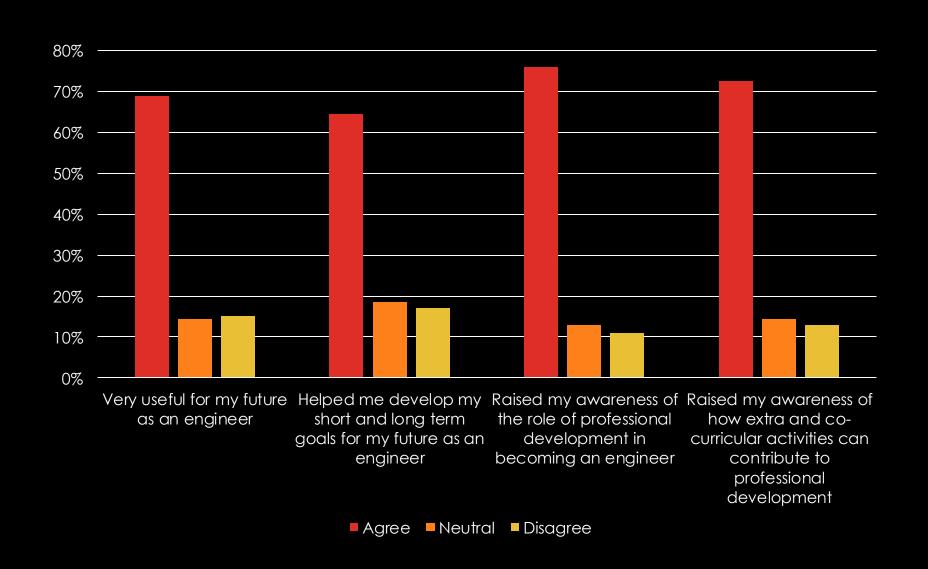
By participating in this program students will:

- Increase awareness of professional skills relevant to Music students and transferable to various career
 options;
- Engage in career exploration and experiential education opportunities related to the music profession/industry; and
- Interact with community members, industry professionals, staff, and faculty to gain insight into the recruitment and employment context within the field of music.

Program Structure:

Session	Topics Covered:	Timing	Length
	1 session (facilitated by CCEE - Pauline D)	September	2-3 pm
#1		12	
Learning Objectives	Develop learning objectives for placement and		
	reflection.		
	1 session (facilitated by CCEE - Koreen and Marisa)		
	r session (juditicated by obee norteen and marisa)	September	2-3 pm
#2	CCEE Career Development Model, career	26	
Laying the Groundwork:	exploration, professionalism, critical skills		
Your Coursework, Career,	identification/gap analysis.		
and Community Engagement			
	Experiential Education Overview:		
	Presentation/Activity.		
	1 session (facilitated by CCEE - Koreen and Marisa)		
#3		March 27	2-3 pm
Making the Connections: EE	Reflection on key concepts in relation to the		
and Career	Career Development Model, resume/CV/document		
	development interview preparation skills		

Early Results for APSC 100



Lessons Learned...

- Meet them where they're at
- Be prepared
- Be flexible

Group Discussion

• What have you learned from your experiences already?

• What opportunities do you see on your campus?

Thank you!

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