



Embedding Career Education in the University Curriculum

Marisa Brown, Brock
Leigha Covell & Miguel Hahn, Queen's



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



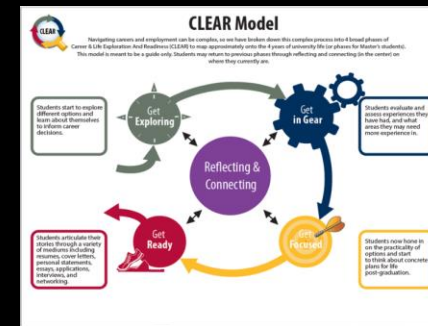
Structures & Tools Part II – Queen's

- Major Maps, MyMajorMap

A detailed major map for Psychology at Queen's University, showing course requirements for the first four years. The map is organized into four columns representing the years and includes sections for 'GET READY', 'GET EXPLORING', 'GET IN GEAR', and 'GET READY TO GET IT DONE'. It lists various psychology courses and their prerequisites.

A blank 'MY MAJOR MAP' template for Queen's University. It features a grid for tracking sites, goals, and success over four years. The map includes sections for 'GET READY', 'GET EXPLORING', 'GET IN GEAR', and 'GET READY TO GET IT DONE'. It also includes a section for 'ALSO LINK UP' and 'WHAT'S YOUR GOAL?'.

- Career Curriculum Toolkit



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



2017 - 2018

Psychology MAJOR MAP

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.



- 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
 - Corrections
 - Counseling
 - Career counseling
 - Ergonomics
 - Forensic assessment
 - Health care administration
 - Human resources
 - Law
 - Marketing
 - Media – electronic & print
 - Medicine
 - Mental health services
 - Neuroscience
 - Occupational health and safety
 - Occupational therapy
 - Physical therapy
 - Professor
 - Program evaluation
 - Psychiatry
 - Residential care
 - Social work
 - Speech language pathology
 - Teaching
- Some careers may require additional training.

CONSIDER A 12-16 MONTH QUIP INTERNSHIP

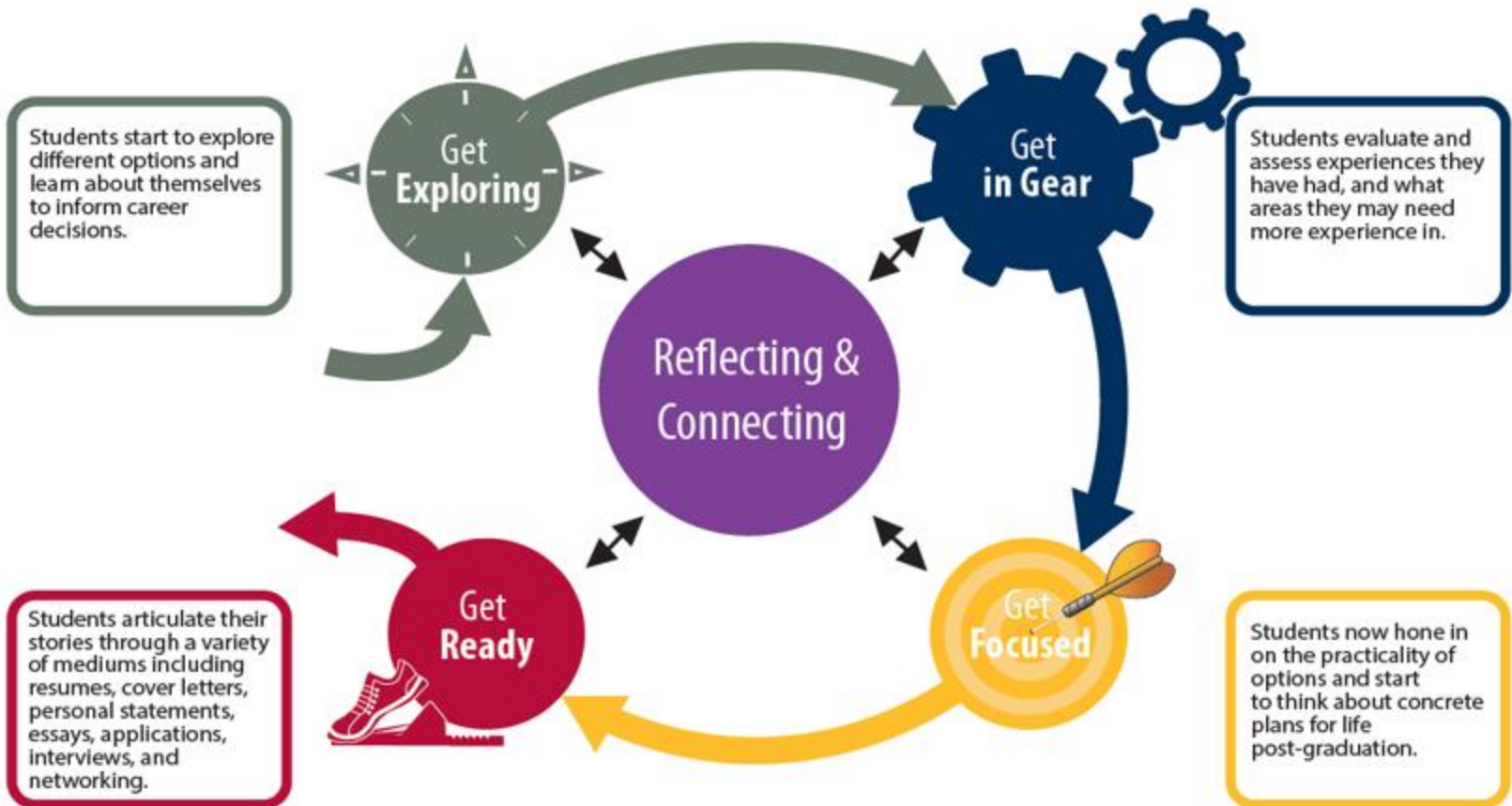
*This map is intended to provide suggestions for potential activities and career paths, but everyone's abilities, experience, and constraints are different. Build your own map using our online [My Major Map](#) tool.

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



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

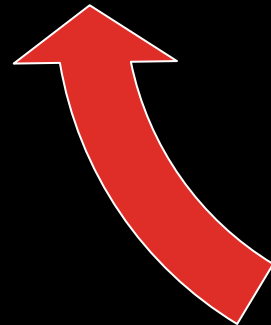
- Short and long-term student feedback
- Instructor feedback
- Modifications & changes to plan

3. How will we know we've arrived?



1. Where are we going?

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



2. How will we get there?



- 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
3. 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

Course Name:	APSC 100 Module 1 F17
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.
2. Describe some basic career theories that inform intelligent career planning.
3. Use the Finding Your Fit worksheet.
4. Identify personal interests, skills and values based on experiences.
5. Develop a mission statement using selected strengths, values and interests.
6. 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.
9. Identify resources and support available through Queen's Career Services.
10. 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 oñQ):

- 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)

1. Locate current resume and use Resume Tip Sheet to revise it. If no resume exists, use the Resume Tip Sheet on oñQ to create it (bring a copy – print or electronic to studio).
2. 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?).
3. Watch video – Part I: Finding Your Path (6:20 mins) - <https://stream.queensu.ca/Watch/Xr62Wqp5>

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

1. (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.queensu.ca/Watch/d7E8Ppt4>
3. Distribute handout "Finding Your Way".
4. (5 mins) Task 1: Identifying Your Significant Experiences. Students spend a few minutes filling in their significant experiences using the handout.
5. (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.
6. (3 mins) Task 3: Identify Your Skills and Qualities. Students fill in the column on Skills and Qualities using examples from video Part II.
7. (3 mins) Task 4: Identify Your Values and Needs. Students fill in the column on Values and Needs using examples from video Part II.
8. (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.
9. (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."
2. (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).
3. (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.
4. (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)

1. Watch the Video on oñQ – Part III: Making it Happen (3:25 mins)- <https://stream.queensu.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.

Assignments

	% of Final Grade	Due Date
Participation & Administrative Tasks	10%	on-going
Placement Preparation/Career Development Reflection Paper	20%	December 3, 2018
Quarter-Mark Performance Assessment	5%	Dec. 15, 2018
Final Evaluation Presentation	10%	tbd – by April 15, 2019
Final Evaluation Report	25%	tbd – by April 15, 2019
Final Reflection Paper	20%	April 1, 2019
Final Performance Assessment	10%	April 1, 2019

Instructional Design Approach

RECL 4F15

8 of 10

Fall/Winter 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 <ul style="list-style-type: none">All modules within this unit (i.e. Module 5.1-5.5)	

RECL 4F15 Career Development Self-Reflection Assessment

Student Name: _____

Date: _____

Criteria	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
Career 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).		
Career 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.		
Career Development #3 Exploring Careers & Field Placements (Discover Possibilities) - Gained understanding of industry opportunities & field placement options. Comfortable using LinkedIn as an occupational research tool.		
Career 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).		
Career 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.		
Career 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 understanding), 3=Expert (can consistently demonstrate skills)

Total Points: _____

- 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

Student: _____

Weight: 10%

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.	Highly engaged when introducing self by name and mentioning skills, experience and education as related to the targeted career/job area.	Engaged when introducing self by name and mentioning skills, experience and education as related to the targeted career/job area.	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.	Not engaged when introducing self by name. Does not mention skills, experience or education. Does not relate to targeted career/job area.	Does not introduce self by name. Does not mention skills, experience or education. Does not relate to targeted career/job area.
Oral communication - clear communication and speed.	Demonstrates a high ability to communicate orally and is clearly understood.	Demonstrates an above average ability to communicate orally and is easily understood.	Demonstrates an adequate ability to communicate orally and is understood.	Demonstrates a below average ability to communicate orally and is not easily understood.	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.

Total Points: /20

Additional Comments:



Co-op, Career &
Experiential Education



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:

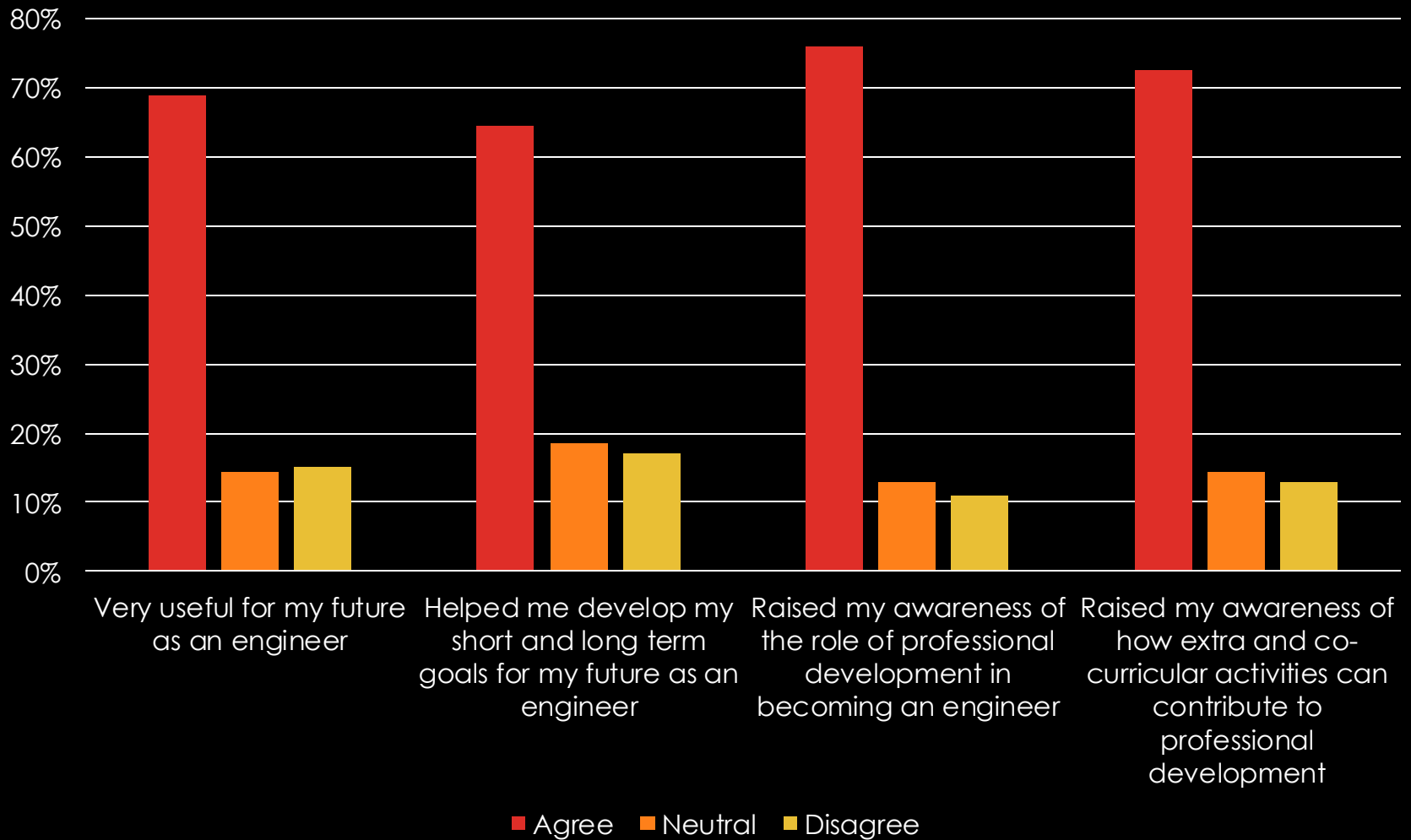
By participating in this program students will:

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

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!

Marisa Brown, Career Curriculum Specialist
Co-op, Career & Experiential Education, Brock University
mbrown6@brocku.ca

Miguel Hahn, Head Career Counsellor
Career Services, Queen's University
miguel.hahn@queensu.ca

Leigha Covell, Instructional Designer
Faculty of Engineering and Applied Science, Queen's University
leigha.covell@queensu.ca