

EDUC 547 Career Development: Theory and Practice Syllabus
Summer 2018, Monday and Wednesday 7:00-9:40
Room WPH# 101

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Office Hours: By appt. Email for appt.

Rossier School of Education Theme:

"The Rossier School of Education focuses on redefining excellence in urban education through research, teaching and service in the areas of leadership, learning, accountability and diversity."

Course Overview:

This course provides students with a survey of the career development and counseling field in the United States (U.S.). It is intended to introduce students to major theories in this field in the U.S. and to expose them to various career assessment instruments. Applying these theories and assessments to one's self first, and then to a variety of client populations, students will be encouraged to use a holistic, culturally responsive, and social justice informed approach to career counseling. This includes encouragement to think critically about the utility, validity and efficacy of these theories and assessment tools for diverse client populations, and to consider the ways in which social identities (e.g. race, class, gender) of both clinician and client influence clinical interaction and career development interventions. Additionally, this course is designed to assist counselors in discovering a wide variety of resources, techniques, and theoretical perspectives in providing career counseling that is culturally responsive and integrates an intersectional approach to recognizing and addressing the impact of social identities on shaping client's career paths.

Course Objectives:

1. Students will be able to trace the evolution of the field of career development in the U.S.
2. Students will demonstrate a holistic, culturally responsive, and social justice informed understanding of career development and counseling across the lifespan, and how it can be integrated into personal, family, and educational counseling.
3. Students will articulate and critique the major U.S. based theoretical perspectives that aim to explain and predict academic and career development.
4. Students will understand and learn how to apply current U.S. research on vocational behavior and career counseling approaches in their clinical work.
5. Students will demonstrate ability to create and provide culturally responsive career counseling interventions to clients with various social identities.
6. Students will identify major career assessment instruments in the U.S., and develop knowledge of their use and interpretation in career counseling.
7. Students will demonstrate awareness of the necessity of integrating an understanding of how intersecting social identities of both counselor and client impact the clinical interaction and career development intervention.
8. Students will develop skills to assist clients with career planning in relation to meeting educational and training requirements in order to promote success in these areas.
9. Students will identify common career development milestones, challenges, and choices in many clients' lives.

Course Requirements:

There are four components to the requirements of this course: discussion/participation, testing, writing, and a presentation, each of which will be assessed and will make up your final grade. Specifically these include: (1) class involvement / participation in discussions, small groups and role plays (*discussion*); (2) a theories examination to ensure that you are keeping up with the assigned readings each week, as well as several assessments to help you examine your own career identity (*testing*); (3) a personal career autobiography, based on self-reflection and various assessment measures you will be administered (*writing*); and (4) a presentation on a specific client population, which you will give to the rest of the class in groups of 3 to 6 students (*presentation*). The intention is to give you multiple ways to learn and various methods by which to demonstrate your learning.

Class Involvement and Participation (30 points):

Students' professionalism/preparation, attendance and active participation in the class are critical to students' learning and success in the class. The interactive nature of the class encourages the sharing of individual ideas and reactions related to the course content. All students are expected to come to class prepared, to be ready to talk about the readings assigned, to share actively in class discussions, to be respectful of their fellow classmates, and to be mutually open to the sharing of ideas, feelings and personal experiences. Students are also encouraged to ask questions and actively participate in both planned and impromptu class discussions so long as the discussion forwards the purpose of the class (i.e., excessive talking or sharing of irrelevant information is discouraged and will not count as active participation). Students who miss class without a documented excuse will lose *3 points per occurrence* from their total grade. Unexcused tardiness of 10 minutes or more will lose *2 points deduction per occurrence*. *Total 15 points available*.

In addition, students will be asked to participate in role play and small group discussions throughout the course, including a specific type of role play: mock therapy role play. Mock-therapy role-plays are designed to provide opportunity to apply counseling skills, develop career conceptualization, and increase clinical self-efficacy. Toward the end of the semester, a significant part of one full class period will be devoted exclusively to clinical practice. Students will be assigned to pairs, will be given detailed vignettes to act out, and will take turns acting as both client and clinician throughout the exercise. Time will then be provided to process and discuss the experience as a class. With respect to small group discussions, students will be asked to discuss questions related to the readings in a manner that demonstrates preparedness and thoughtfulness regarding the readings.

Total 15 points available.

Computers will not be allowed in class without specific pre-authorization from your instructor. Cell phones must also be put away during class. Use of any electronic devices in class without pre-authorization will result in loss of participation points. Similarly, any distracting behaviors (e.g., chatting, note passing, inappropriate comments or laughter) will result in loss of participation points. No warnings will be given for transgressions.

Final Exam (50 points):

Students will complete a final exam worth 50 points. The test will be in class and will cover all the

previous chapters assigned in the class text as well as class lectures. In other words, this exam is cumulative and all-inclusive. The format will be a combination of multiple choice, short answer, and essay. The test is designed to assess your understanding of the reading and lecture information. Studying for the exam also will help you learn what you need to become an effective career counselor. Please see the Course Schedule for when the exam will occur. No make-up exams will be allowed. If you are not in class that day and cannot take the exam, you will get an incomplete in the class and need to produce the appropriate documentation in order to take the exam at a later date, as determined by the professor.

Career Autobiography (60 points):

This 10 PAGE MAXIMUM autobiography will be a description of your career development from your birth until now, and will consider where your career might be headed in the future. The assignment is part self-reflection, part academic / theoretical exploration, and part integration of various assessments you will take during the course. In order to ensure that you address all of these parts adequately, please respond to each of the following sections (using the “points available” as a guide for how much space/time you should allot for each section). Generally, each section should be somewhere between 1-2 pages in length, and should adequately address the questions posed below. Please respond to the following sections. PLEASE USE SUBHEADINGS. Write about topics in the SAME ORDER LISTED BELOW in the syllabus and address each element of the assignment. If uncomfortable with this assignment, please speak to the instructor before the second class meeting for a possible alternative assignment.

Autobiography (25 points)

1. How did you get to where you are now? Describe the most important/significant events, experiences, social identities (e.g. race, class, gender), and people that have influenced your choices leading to the present point in your career. Obviously, you cannot mention every event, experience, or person in your life, nor every social identity, so you should carefully think about your past and identify only the most significant influences. You can include your career and work history, family background, why you entered the MFT program, and current concerns and dreams regarding your career. Part of this assignment is to integrate theory into the paper. Using career development theories discussed in class and in your text, try to explain why these experiences had the effects they did on you. In other words, contextualize your career journey using theories discussed in class. You should write the story of your career development from around the age of four until now.

Assessments (15 points)

2. How do the results from the assessments that you have taken (Strong Interest Inventory, Myers Briggs Typology Index) fit (or not fit) with your understanding of yourself (be sure to include copies of the results for each test). Were these tests culturally responsive, in the context of your social identities; if not, why not? How did the results of one test change the meaning of the results of the others? How did the results support or not support your existing knowledge of yourself? Did any of the results surprise you? Why? Why not? What do you know about yourself as a result of these assessments that you didn't know before?

Research (5 points)

3. Based on your analyses of your career autobiography and career assessments, develop a

number of career options that might be interesting to you. Discuss why these are options you are considering. Look up the career options you have developed on the O*Net Online database (<http://www.onetonline.org/>) and the Occupational Outlook Handbook (<http://www.bls.gov/oco/>). From the information you have been given on these sites narrow your options to the ones that would be a good fit for you. In your essay, discuss what you learned from these sites about your career options and why you discarded some and kept the others based on the new information from these sites. Be specific about why you made your decision about each option.

Interview (10 points)

4. Seek out people currently working in the remaining positions you are considering. Request a 15-30 minute interview in person or on the phone. (Conduct at least two interviews). Ask the following questions: What caused that person to choose the position they currently hold? What do they like about their job? What do they wish were different about their job? What has surprised them about their job? Does this position fit with their intended career path? Would they do anything different in their career development if they could? Has anything surprised them along the way? What is the most important thing they have learned in their career? Summarize this information and discuss how it has affected your thinking about your own career path.

Integration of Experience (5 points)

5. How do you see this process working for a client who comes to you with career related counseling issues? Would this process, or any part of it, be useful? What knowledge have you gained about the career counseling process from this assignment that you didn't have before and why is that knowledge valuable to you as a counselor?

Specific Population Presentation and Resource Guide (60 points):

Each student in groups of 3 to 6 classmates will choose a specific population and present information on that group to the whole class. You will investigate the specific career challenges and actual career programs for that specific population, as well as create a tailored resource guide on the specific population. Textbook materials and professional resources available in the library and on websites must be used. In your presentation you are required to demonstrate your knowledge of the topic and be able to respond to questions. Presentations should be an overview of your specific population and be **30 minutes** in length, no longer. Respond to the following sections. PLEASE USE SUBHEADINGS.

Target Population Characteristics and Issues (10 points)

1. An introduction to the group including a description and “uniting characteristics”/social identities of this specific group. Statistics, theoretical understanding, and “a definition” of this specific population subgroup should be included. Report on why this group is in need of tailored career counseling and educational interventions. Document with academic references.

Therapeutic and Treatment Interventions/Career Counseling and Programs (20 points)

2. Identify what therapeutic issues and goals should be addressed with members of this group when entering counseling. Using a theoretical approach, present a brief overview of how you are conceptualizing the issues in the group, the theoretically-based techniques that are appropriate for this group, and any current research supporting the use of this theoretical approach with this type of issue or group. In addition, include at

least three or four programs specifically designed for your population. These programs can come from the literature or from actual programs being utilized. Findings from at least 3 scholarly, professional, peer-reviewed journal articles about proper programmatic and clinical interventions for this specific special population should be depicted. The effectiveness of these interventions in dealing with the population's target issues should be noted. If studies that have looked at this specific population do not exist (please check with the professor to confirm this), pull together articles that would suggest that this type of intervention and approach would work well for this specific population.

Resource Guide for Career Counseling with the Population (20 points)

3. Prepare a resource manual that describes how to facilitate a specific intervention for this specific population. A timeline and the curriculum that you have created for this specific population should be given to your classmates, including handouts (if relevant) to be given to clients. In your presentation, this section should be reviewed briefly. Choose the most powerful points to present, and allow your classmates to review the entire curriculum on their own time. A list of references and resources (e.g., websites, organizations, etc.) should be provided as part of your guide. You do not need to review these in your presentation.

Power Point Organization and Relevance; Presentation Skills (10 points)

4. Your Power Point Presentation should be given to the class. The outline should include all of the *basic* information in your presentation and any other helpful handouts. If you use materials developed by someone other than yourself, you must cite the source of the material on the bottom of the handout/slide. This outline may be e-mailed to your fellow students to cut down on costs, but should be e-mailed at least 2 days before your presentation. In addition, each member of the group should attach a copy of the topic presentation rubric to be graded and returned to you by the instructor. A good presentation includes key concepts only on the Power Point and the presenters verbally elaborate on these ideas. Students should not read their presentation. Your presentation should be engaging, conversational, and dynamic.

Please submit your written file electronically through email to the professor by noon on the day you are scheduled to present in class. In addition, you also are expected to turn in your hardcopy in to the instructor that day in class.

Textbooks and other materials:

Swanson, J. L. & Fouad, N. A. (2014). *Career theory and practice: Learning through case studies*. (3rd ed.) Los Angeles: Sage Publication, Inc. ISBN-13: 978-1452256696; ISBN-10: 1452256691

Grading:

	<u>Points</u>	<u>% of grade</u>
Class Participation and Professionalism	30	15%
Final Exam	50	25%
Career Autobiography	60	30%
Specific Population Presentation and Resource Guide	<u>60</u>	<u>30%</u>
	200	100%

A = 94%-100%

A- = 90%-93%

B+ = 87%-89%

B = 84%-86%

B- = 80%-83%

C+ = 77%-79%

C = 74%-76%

C- = 70%-73%

Grades

All Master's degree students should be submitting B, B+ or A- work. Students receiving a C, should consult their professors immediately for feedback about making significant changes in their approach to their courses. Students receiving a D or below are not working at the graduate level, and should seriously consider whether their current life circumstances are conducive to successfully completing a Master's degree at this time. Master's level students should not expect to get an A as a matter of course. A's are reserved for outstanding achievement, reflecting exceptional understanding, insight, and writing (i.e., profound command of the course content with an exceptionally high level of scholarship and excellence). Only a few students will receive A's at this level because you have reached a new, and much higher, standard of performance at the master's level, and there is always room to improve. If you receive an A in a class, you know you have gone far above and beyond what is expected of you. If you receive a B, you have met our expectations.

Writing Skills

All papers should be professional documents, written in scholarly language. They should be type-written, in APA format, with sub-headings. Make sure you address all parts of the assignment. Please have a colleague give you feedback on writing errors and clarity before you turn it in. Your grade will be affected by your demonstration of writing skills (e.g., clarity, grammar, syntax, insight, mastery of course content, use of APA style, etc.). If you know writing is a challenge for you, please use the writing center on campus to help you develop this skill early in your program and *before* you submit your papers. You can also use online writing centers found at <http://owl.english.purdue.edu/internet/owls/writing-labs.html>. If your paper does not meet the appropriate standards for graduate level writing, you will be docked 10% of the total points for the assignment, and may be required to provide proof of use of the writing center for all future papers in this course.

Late Assignments

In order to be fair to everyone in class, assignments should be turned in within the first 10 minutes of class on the date they are due. Any assignments turned in after that point will lose one full letter grade (10%), and an additional 10% for every week they are late, unless the student has been excused by the instructor. Please inform the instructor *before* class if you must miss class or if an assignment will be late, due to an emergency. Whenever possible, students should arrange to have their work turned in on time by one of their colleagues or via e-mail. If this is not possible, in the case of documented excusable absence, students may make arrangements with the instructor to make up missed work or turn in late assignments. If an emergency situation prevents students from completing all requirements in the course, students should see the instructor about how to proceed with retaking the course at a better time. Students should provide written documentation to validate emergencies (e.g., doctor's note).

Students must hand in all assignments by the end of the final exam time in order to receive a passing grade for this course. If all assignments are not handed in, students will receive a failing grade for the course regardless of how they well they did on other assignments.

Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved

accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

Personal or Academic Stress

Any student who is experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation is encouraged to seek support as soon as possible. You may contact the University of Southern California's Student Counseling Services (SCS), where you can be assured that confidentiality that aligns with all professional, ethical, and state laws. Services are of a short-term nature and free if you have paid the Student Health Service fee and therefore eligible to use this on-campus service. If you prefer getting a referral for an off-campus provider, Student Counseling Services also can give you names of clinicians that would be particularly helpful in your specific situation. SCS is located at Engemann Student Health Services, Suite 304, and is open 8:00a.m. to 6:00p.m., Monday through Thursday, and 8:00 a.m. to 5:30 p.m., Friday. The phone number for SCS is (213) 740-7711. If there is an after-hour emergency, please call the USC Department for Public Safety for life-threatening situations at 213-740-4321 or call SCS for urgent psychological issues at 213-740-7711 and press "0" when prompted to do so.

Incompletes

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Academic Dishonesty (<http://www.usc.edu/student-affairs/SJACS/acadresources.html>)

Plagiarism is the use of others' ideas, writings, research, drawings, etc. in a paper without appropriate acknowledgment. Paraphrasing (putting the material in your own words, etc.) is usually acceptable as long as the original reference is cited, and you do not imply that the ideas or thoughts are your own. You must always use quotation marks and a citation when using someone else's words verbatim.

Cheating is defined as the act of obtaining or attempting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. Action will be taken if an instructor suspects a student of cheating.

When working with other students, be sure you turn in your own original work with your own original thoughts. Each student's work should be unique and reflect his/her own thought processes.

Course Schedule

THIS SCHEDULE IS SUBJECT TO CHANGE

Class	Date	Topic	Reading Assignments (Read before class)	Other Assignments
1	5/16 W	Introductions; Overview of course/ syllabus; Specific population presentation groups & topics; Intersection of Career Counseling & Psychotherapy; History of Career Counseling		
2	5/21 M	Case of Leslie; Culturally Appropriate Model of Career Counseling; Role plays; Discussion of Therapy Skills	S&F Ch.1, 2, 4, & 5	Thoroughly review case of Leslie
3	5/23 W	Intake Interviews and role of assessment in intake; Person-Environment Fit Theories: Vocational Personalities and Work Environments (Holland)	S&F Ch. 6 & 13	
4	5/28 M	<u>Memorial Day: NO CLASS</u>		All online assessments must be completed by this date.
5	5/30 W	Career Assessments: Personality – Strong and MBTI (in-class results from Esther Lenier, Senior Career Counselor).	S&F Ch.3	Remember to bring all your assessment results for the Strong and MBTI
6	6/4 M	Person-Environment Fit Theories: Work Adjustment (Dawis);	S&F Ch.7	Group 1 & 2: Specific Pop. Presentation & Resource Guide
7	6/6 W	Developmental Theories: Career Development (Super)	S&F Ch. 8	Group 3 & 4: Specific Pop. Presentation & Resource Guides
8	6/11 M	Learning Theories: Social Cognitive Career Theory (Lent, Brown)	S&F Ch. 10 Brown & Lent	Group 5 & 6: Specific Pop.

			(2016) - blackboard	Presentation & Resource Guides
9	6/13 W	Emerging Theoretical Approaches: 21 st Century Views of Work (Savikas, Richardson, Blustein, others)	S&F Ch. 11 Blustein, Kenna, Gill, & DeVoy (2008) – blackboard	Group 7 & 8: Specific Pop. Presentation & Resource Guides
10	6/18 M	Ethics; Clinical Practice- Experiential Role plays, Provide feedback for each other	S&F Ch. 12 Review chosen theory for mock therapy	Plan intake and conceptualization for mock therapy
11	6/20 W	Opportunity to address questions, review material not previously covered (“catch up” day), work on papers	S&F Ch. 15	
12	6/25 M	In Class Exam		Career Autobiography Paper Due; Evaluations Due

CLASS PARTICIPATION RUBRIC

Total Available Points = 30

General Class Participation rubric					
1	Comes to class prepared and stays engaged (e.g. demonstrates completion of/reflection regarding readings)	0	.5	1	1.5 2
	Comments:				
2	Participates actively in class discussions	0	.5	1	1.5 2
	Comments:				
3	Comments in class are relevant to the current discussion	0	.5	1	1.5 2
	Comments:				
4	Is respectful of fellow classmates, instructor and other's thoughts/feelings	0	.5	1	1.5 2
	Comments:				
5	Is open to sharing and receiving new ideas	0	.5	1	1.5 2
	Comments:				
Small Group and Triad Participation Rubric					
6	Participated fully in small group discussions, demonstrated preparedness (e.g. completed readings)	0	1	2	3 4
	Comments:				
7	Was an active/appropriate participant in triads - as client, counselor, or observer	0	1	2	3 4
	Comments:				
8	Was able to share openly and be self-reflective without undue defensiveness, while still maintaining appropriateness, good self-care and awareness of others	0	1	2	3 4
	Comments:				
9	Was supportive of group members individually while remaining active in the group process	0	1	2	3 4
	Comments:				
10	Demonstrated good clinical skill and judgment in the client/counselor triads	0	1	2	3 4
	Comments:				

Rating scale for General Discussion: 0= Did not adequately & thoroughly address item; .5= Addressed item, but not in a comprehensive way; 1=Adequately addressed item; 1.5= Addressed item adequately & thoroughly; 2= Went above & beyond what was expected in addressing item

Rating scale for Role Plays: 0= Did not adequately & thoroughly address item; 1= Addressed item, but not in a comprehensive way; 2=Adequately addressed item; 3= Addressed item adequately & thoroughly; 4= Went above & beyond what was expected in addressing item

Subtotal = _____

Minus any deductions for unexcused absences (-3 per occurrence); or excessive tardiness [10 mins. or more without prior authorization or repetitive late starts of 3 times] (-1.5 per occurrence)

Dates of absences/tardiness:

Deductions = _____

Grand Total = _____

AUTOBIOGRAPHY PAPER RUBRIC**Total Available Points = 60**

Autobiography (25 points)							
1	Adequately answered questions, giving a concise picture of career background.	0	1	2	3	4	5
	Comments:						
2	Able to portray a clear career path and developmental sequence, with an understanding of impact of social identities upon career path	0	1	2	3	4	5
	Comments:						
3	Demonstrated a good understanding of each of the theories	0	1	2	3	4	5
	Comments:						
4	Was effective in applying theoretical ideas to own personal experience.	0	1	2	3	4	5
	Comments:						
5	Organized thoughts, events, and theories in a comprehensive and clear manner	0	1	2	3	4	5
	Comments:						
Assessments (15 points)							
6	Adequately reported assessment results in a concise manner that demonstrated a thorough understanding of their meaning.	0	1	2	3	4	5
	Comments:						
7	Utilized assessment results to deepen self-awareness of personality traits and career potential(s), and was able to effectively communicate this new insight.	0	1	2	3	4	5
	Comments:						
8	Effectively compared and contrasted the experience of taking and the results garnered from the assessment tools, demonstrating their strengths and weaknesses.	0	1	2	3	4	5
	Comments:						
Research (5 points)							
9	Adequately answered questions in syllabus & demonstrated ability to think abstractly & critically about one's career options	0	1	2	3	4	5
	Comments:						
Interview (10 points)							
10	Able to glean and describe important information to understand career option	0	1	2	3	4	5
	Comments:						
11	Specifically described what was learned from these experiences & if/how/why this has been incorporated into existing, or future career autobiography	0	1	2	3	4	5
	Comments:						
Integration of Experience (5 points)							
12	Extrapolated the utility and impact of using this process on self, onto the idea of working with clients, estimating the value of such an approach.	0	1	2	3	4	5
	Comments:						

Rating scale: 1= Did not adequately & thoroughly address item; 2= Addressed item, but not in a comprehensive way;
 3=Adequately addressed item; 4= Addressed item adequately & thoroughly; 5= Went above & beyond what was expected in addressing item

Subtotal = _____

*Grammatical errors and writing that is not at the graduate level will incur deductions**Late papers will be deducted 5 points per day past the deadline*

Deductions - _____

SPECIFIC POPULATION GROUP PRESENTATION RUBRIC*Total Available Points**= 60*

Presentation						
	Topic Covered					
	Target Population Characteristics and Issues (15 points)					
1	Describes and defines specific population	0	1	2	3	4 5
	Comments:					
2	Gives statistics about population	0	1	2	3	4 5
	Comments:					
3	Describes why population is in need of career counseling, how do social identities impact these client's career counseling needs	0	1	2	3	4 5
	Comments:					
	Therapeutic/Treatment and Career Programs (15 points)					
4	Identifies therapeutic and interventions goals	0	1	2	3	4 5
	Comments:					
5	Ties theoretical considerations to specific population	0	1	2	3	4 5
	Comments:					
6	Describes at least 3 effective, culturally responsive, social justice informed, holistic interventions for specific population	0	1	2	3	4 5
	Comments:					
	Resource Guide (15 points)					
7	Prepare manual, with curriculum and at least 1 in depth effective intervention	0	1	2	3	4 5
	Comments:					
8	Manual was easy to follow and contain pertinent information	0	1	2	3	4 5
	Comments:					
9	Provide appropriate list of references and resources	0	1	2	3	4 5
	Comments:					
	Outline and Presentation Skills (15 points)					
10	Presentation was well organized	0	1	2	3	4 5
	Comments:					
11	Presentation and outline included key concepts in an engaging manner	0	1	2	3	4 5
	Comments:					
12	Group was able to answer questions and seemed knowledgeable	0	1	2	3	4 5
	Comments:					

Give me a copy of this form before your presentation. Add up all the points to get your total score out of 60 points.

Rating scale: 1= Did not adequately & thoroughly address item; 2= Needed some improvement; 3=Adequately addressed item; 4= Addressed item adequately & thoroughly; 5= Went above & beyond what was expected in addressing item

Total = _____

INSTRUCTIONS FOR ACCESSING ASSESTMENTS:

Strong Interest Inventory (SII) & Meyers Briggs Type Indicator (MBTI):

INSTRUCTIONS FOR ACCESSING ASSESSMENTS

Take the following assessments online no later than May 25, 2018. You must pay for the (2) assessments you are taking at the Career Center (Student Union, STU 110, 8:30 a.m. – 5:00 p.m.) prior to this date. The fee is \$20.00 (total) and payment can be made with cash or by check to USC Career Center. Keep your receipt.

Esther Lanier will e-mail results to those students whose payment has been made (will be emailed to you by May 29, 2018). You will need to print out your results and bring them to class on May 30, 2017.

Taking the Strong Interest Inventory (SII) & Meyers Briggs Type Indicator (MBTI):

See next page for detailed instructions. **Be sure to complete both the SII and the MBTI.**

Instructions for Career Assessment Tools

- | | | |
|--|---|---|
| 1) Speak with a career counselor to help you determine which assessment tool is best suited for your specific needs. | 2) Pay \$20.00 for both MBTI and SII assessments (cash or check) to the front desk. Be sure to take your receipt. | 3) Schedule a counseling appointment with a career counselor for the interpretation of your test(s). Be sure to complete the test(s) at least 48 hours before your scheduled appointment. |
|--|---|---|

Strong Interest (SII) and Myers Briggs (MBTI)

- a) Log on to <http://online.cpp.com> from any internet-connected computer
- b) Your username is: usctest
- c) Your password is: tommy
- d) Leave the user ID blank
- e) Click on the assessment tool
- f) Select the Batchname (advisor's name) from the pull down arrow
- g) Fill out the background information before proceeding, make sure to leave the MBTI type blank
- h) Take the tool(s) recommended by your career advisor, SII or MBTI
- i) At the end of the test be sure to click on "submit your results" to save your responses

USC Career Center
 3601 Trousdale Parkway, Student Union 110, Los Angeles, CA 90089-4897
 (213) 740-9111 • careers@usc.edu • <http://careers.usc.edu>