Career Advising Training Checklist
(July 31, 2015)

If you need assistance to complete these activities, speak with CAC staff or an experienced Career Advisor. Please complete the activities before the day they are scheduled to be reviewed in training. Other than the day grouping, you do not have to complete the activities in the order presented; you can jump around and vary your learning experiences to suit your learning style. Please write your answers down. You will need this information when we meet to review training activities and resource assessment questions. Be prepared to discuss your answers.

Day 1: Friday, July 31st, Welcome: Getting Started

☐ (1.1) With a CA's and client's permission, observe and listen to a minimum of **5** career advising sessions. This will be an **ongoing activity throughout the training process**. Attend to the problem-solving process and how resources are used. Consider the following questions as you observe:

   a. What method(s) did the CA use to establish a relationship with the client?

   b. How did the CA assess the client's situation?

   c. What were key aspects of the client's situation on which the CA focused?

   d. How did the CA determine what resources/interventions might be helpful to the client?

   e. How did the client respond to the CA's assistance?

   f. Was an Individual Learning Plan (ILP) used? Why or why not?

   g. What was hard or easy about the session?

   h. What would you have done (if anything) differently?

   i. What did you observe about both the process and the content of the session?

   j. What questions do you have about what you observed? If time permits, process the session with the CA (remember to respect the client's privacy and process behind closed doors).

☐ (1.2) With help from Career Center staff or your CA Mentor, learn how to answer and transfer the reception desk and the sign-in desk phones.

☐ (1.3) Locate your folder in the sign-in desk drawer. Your folder can store on-desk projects and your ILP. Find your desk in the CA office. The filing space at your desk can store your materials and projects. Locate your mailbox and begin attending to the materials in it. **Please don't use your mailbox as storage**.

☐ (1.4) Find and determine the purpose of these materials in the library: Individual Career Learning plans, hand-outs, guides, and assessments.

☐ (1.5) Review the guide on Resume Writing. After doing so, locate additional guides on the Career Center website by choosing *Career Guides*. **Observe a minimum of 3 resume critiques**. Review the *Resume Critique Outline* (**Appendix A**). How has this changed your ideas about resume writing?

☐ (1.6) Begin reading the ***Career Advisor Manual***; this will be an ongoing process throughout your training; please finish it by the end of training and ask questions about anything that is not clear.

☐ (1.7) Check your Career Center email account. This account **must** be used for all Career Center business. Please check your email at least once daily. Visit https://admin2k.fsu.edu/exchange

Day 2: Monday, August 3rd, CIP: Basic Counseling Skills

☐ (2.1) Review the *What's Involved in Career Choice?* handout outlining the pyramid and thoughts associated with career choice.

☐ (2.2) Go to the Career Center website and find the online version of the pyramid. If you can't find it, try "Career Decision Making**.**"

☐ (2.3) Review the *Fundamental Counseling Skills Used in Career Counseling* handout provided (**Appendix B**).

☐ (2.4) Find and complete the paper version of the *Self-Directed Search* (SDS). With assistance from a supervisor or experienced CA, get an Interpretive Report and Client Report from the PARiConnect system. Read and keep your interpretive report because <u>you will talk about it in training</u> and you will be asked to review your results.

Day 3: Tuesday, August 4th, Assessment of Self-Knowledge: Interests, Values, & Skills

☐ (3.1) Read Chapters 7, 8, & 9 in *The Self-Directed Search and Related Holland Career Materials* (copy in 1210 DSC). Complete the *SDS Counselor Self-Test* (**Appendix D**). Review your answers with a supervisor or CAC staff.

☐ (3.2) Read your SDS Interpretive Report. Review the SDS *Professional User's Guide*, especially chapters 5 & 6 (available in the CA office).

☐ (3.3) Locate where extra copies of the CTI, SDS, and related publications are stored in the library.

☐ (3.4) Identify other special formats of the SDS located in the cabinets by the Preparations section.

☐ (3.5) Find the handouts and comparison sheet for the Computer-Assisted Career Guidance (CACG) systems.

☐ (3.6) Review the attached copy of the *Checklist for Using CACG Systems* (**Appendix E**). Practice operating the various systems. Shadow a CA who is setting up someone in the lab.

☐ (3.7) Log onto **Sigi³** by going to www.career.fsu.edu/sigi. Look in the computer lab manual for the access code and create an ID. Become familiar with some of the different assessment options such as pairs and quick pick.

☐ (3.8) Log onto **Choices Planner**. If you are in the Career Center Computer Lab, use the icon. If not, go to www.flchoices.org. You can choose to <u>Create an Account</u> and the system will save your assessment results or other information in <u>Your Portfolio.</u> College students and adults typically create an account as a **College or Postsecondary School Student** login and search for the "Florida State University Career Center" under school affiliation. Under "Explore Careers," choose "Learn About Yourself." Complete the surveys, review the associated results, and obtain a printout.

☐ (3.9) Find the various *Card Sort* activities in the Career Center Library, talk to a career advisor, and complete one that interests you. List the card sort used:_____

Day 4: Wednesday, August 5th, Options Knowledge

☐ (4.1) Review the Carr & Epstein chapter (especially the case transcripts found in the back of your manual) on using information resources in career advising.

☐ (4.2) Log onto **Sigi³** by going to www.career.fsu.edu/sigi. If you have not yet done so, look in the lab manual for the access code and create an ID. Explore the "Occupational Information" sections of Sigi³. Then, go back to the main menu and under "Occupational Information" by "Combination." Pay attention to the role values, interests, and activities play in generating career options. Print your list of options. Go back to the main menu. Under "Occupational Information" choose "by Video." Find a cluster title of interest to you and choose to "Play" it. Now, go to the "To Compare Occupations" section and compare two occupations. How might these sections be helpful with a client?

☐ (4.3) Use **Choices Planner** again.

a. Choose "Career Planning," and then select "Explore Careers" and select "Career Finder". Explore occupations by the headings *Education, Money & Outlook, Skills, My Characteristics, and Career Facts.* Check the boxes in each category to "See Your Matching Careers".

b. Choose an occupation of interest and print out information about it. If you see a message that states there are no matches, choose to view careers that match all but one of the characteristics. How might you use this with a client?

☐ (4.4) Find the description for "Counselor" in the print version of the *O*Net Dictionary of Occupational Titles*. Note the coding system and the descriptive information included for each occupation. List the code number for this occupation _____. Now, look this up in the online version of O*Net using the "Find Occupations" feature and the key word "Counselor" review information in the category: Educational, Vocational, & School Counselors. Compare the online version of *O*Net* to the paper version.

☐ (4.5) Locate "Counselors" in the print version of the *Occupational Outlook Handbook* (OOH). Examine how the *OOH* is organized. Compare the online version of OOH to the print version. How is the OOH different and similar to O*Net?

☐ (4.6) Use the computer-based version of the *Chronicle Career Library* in the computer lab. Find an occupational brief for "Sports Agents." What is the brief number? Where else are these briefs located?

Day 5: Thursday, August 6th, Decision Making Skills

☐ (5.1) Find and review the *Guide to Good Decision Making* handout. Complete the *Guide to Good Decision Making Exercise* for a career choice you might be making in the future. These handouts will be readily accessible to you when you are career advising.

☐ (5.2) Find a Career Decision Space Exercise worksheet. Bring it with you to today's training.

☐ (5.3) Find the Module Sheets. How can you use these to familiarize yourself with Career Center resources and services? How could you use these with clients?

☐ (5.4) How are sections of the mobile files connected to the Module Sheets? How can you use these with clients?

☐ (5.5) After training is complete, revisit module resources/activities you want to learn more about.

Day 6: Friday, August 7th, Exploring Metacognitions and the CTI

☐ (6.1) Take the CTI. Try to observe a Career Advisor administering a CTI (or role play with your CA Mentor how you would administer, score, and interpret the CTI).

☐ (6.2) Review the *CTI Professional Manual* (copy in 1210 DSC) & read the CTI Workbook.

☐ (6.3) Find and review the *Thinking More Helpful Thoughts* handout. Using your own words, reframe at least 3 CTI items.

☐ (6.4) Complete the *Career Thoughts Inventory Quiz* (**Appendix C**).

Day 7: Monday, August 10th, Decision-Making Skills: Choosing a Major Occupation

☐ (7.1) Review the guide *Choosing a Major or Occupation*. Do you notice any subtle differences in how the CASVE cycle is portrayed?

☐ (7.2) Go to the *Undergraduate Academic Program Guide* at www.academic-guide.fsu.edu.
(You will also find print copies in section III of the library.) Scroll down to the "Human Services" button. Scroll down and select "Academic Map" under the Psychology listing. Review the academic map and milestone courses for Psychology. Visit registrar.fsu.edu/bulletin/undergrad/info/advising.htm to read about academic mapping.

a. Question for further thought: How does mapping impact the career advising process?

b. What is the name of the academic advising office for students undecided about their major?

c. What occupational information is included under "program description" for a major?

d. What resources would you use to help a student identify their academic advisor?

☐ (7.3) Watch the counseling simulation video entitled *Choosing a Major* (DVD is in the library processing room). Answer the questions related to the simulations (**Appendix F**). We will discuss these questions during training. You will also find it helpful to have a copy of the Pyramid (*What's Involved in Career Choice?*) handy when reviewing the simulation.

Day 8: Tuesday, August 11th, Working with Students in Distress

☐ (8.1) Locate the *University/Community Referral Directory*. What information does it contain?

☐ (8.2) Browse through the Career Library materials related to individuals who are changing careers. Review at least one book that looks interesting to you. List the book here: _____ Think about how you might use it with a client.

☐ (8.3) Go to http://www.dcf.state.fl.us/programs/samh/mentalhealth/training/bacourses.shtml. Scroll down to "Suicide Prevention," click on "Begin Course." You will be prompted to enter your name, then click "submit." Review the "Background," "Risk Factors," "Warning Signs," and "Protective Factors" sections.

☐ (8.4) Watch the counseling simulation video entitled *Career Transition* (DVD is in the library processing room). Answer the questions related to the simulation (**Appendix F**). We will be discussing these questions during training. You will also find it helpful to have a copy of the Pyramid *(What's Involved in Career Choice?)* handy when reviewing the simulation.

Day 9: Wednesday, August 12th, Working with Diverse Populations

☐ (9.1) Review the *Transitioning from the Military* guide. What resources are available to Student Veterans through the FSU Veteran Centers (www.veterans.fsu.edu).

☐ (9.2) Review the *Job search for International Students* guide and resources available to international students through the Center for Global Engagement (CGE) at www.cge.fsu.edu.

☐ (9.3) Identify the Module Sheets that relate to working with diverse populations. What are they?

Day 10: Thursday, August 13th, Documenting your Skills & Experience

☐ (10.1) Review the *Writing Effective Letters* guide and *Checklist for Cover Letters* in the *Sample Letters* binders. Examine the letters in these binders.

☐ (10.2) Locate the *Sample Personal Statements* binder and review the PowerPoint on writing a personal statement and statement for a pre-med major. What career guide is related to writing personal statements?

☐ (10.3) Find the shortcut in SeminoleLink to *ResumeBuilder.* Review the steps to create a resume using this system.

☐ (10.4) Go to the Career Portfolio (portfolio.fsu.edu). Log in through Blackboard. At the top of the page on the right, click "Menu" and select "Resources." Scroll down, then select and thoroughly read the **Career Portfolio User's Guide**. Describe an example of how a student might use this tool.

☐ (10.5) Look at past portfolio contest winners at http://www.career.fsu.edu/Portfolio/Contest/Winners/2014-Portfolio-Contest-Winners

These can help you get an idea of what strong portfolio content looks like, **however be aware that the format has changed since last year**. Next, check with a CA or supervisor to get a sample copy of a student's Career Portfolio printout; find and use the *Critiquing the Online Career Portfolio* sheet to critique the portfolio.

☐ (10.6) Start or add to your own Career Portfolio by entering one "Skills" example and one Reference.

☐ (10.7) Confirm with CAC staff that your SeminoleLinkPlus services have been upgraded.

Days 11: Friday, August 14th Searching for a Job & Employer Relations

☐ (11.1) Review the *Searching for a Job* guide. Go to the Career Center's homepage and select "Resources", then "Career Center Library." From the drop-down sections, browse and review at least 5 different websites that you would like to become more familiar with. Print out their homepages.

☐ (11.2) Locate the books designed to help those conducting a job search find employers in Atlanta, Houston, or New York. What is this section of the Career Library called? Browse at least one example from this collection. List the publication here:_____

☐ (11.3) What are two ways you can access the *GoingGlobal* website? A student wants to work temporarily in Italy for 6 months. Where can they go on *GoingGlobal* to learn about temporary staffing agencies? What other information can you gain on this site? What does it say that relates to how to interview in Italy?

☐ (11.4) Where in SeminoleLink can you explore employer profiles by industry or keyword?

☐ (11.5) In the Desk Reference binder, find the *Subscriptions* tab to view the passwords and usernames for our databases. On the Career Center's website, under Resources → Career Center Library → Databases, locate *Current Jobs in Writing, Editing, and Communications*. What other databases did you find/explore?

☐ (11.6) Browse the employer literature holdings in section VI and identify an employer that interests you. Why do we continue to collect this information when it is probably available on a website?

☐ (11.7) Locate the *NACE Salary Survey* notebook. Familiarize yourself with how the data is reported.

Day 12: Monday, August 17th, Shadow/Work on Training Checklist

☐ (12.1) Use this day to shadow current career advisors working with clients and complete training checklist items.

Day 13: Tuesday, August 18th, Becoming a Graduate Student

☐ (13.1) Ensure you have access to the K drive, card swipe access, and building keys.

☐ (13.2) Review your personal social media pages including LinkedIn and Facebook. Google yourself to ensure you are creating a positive social media presence and feel free to join the Career Center's social media pages.

☐ (13.3) Visit GradShare, a community of graduate students seeking a better experience in graduate school and beyond through the sharing of questions, answers, and links (www.proquest.com/blog/gradshare/).

☐ (13.4) Visit www.gradsense.org and Versatile PhD (www.gradstudies.fsu.edu/Professional-Development/Versatile-PhD), helpful subscriptions funded through the FSU Graduate School.

☐ (13.5) Review the *Going to Graduate School* guide to familiarize yourself with resources to help students prepare for graduate school. Where can you find a list of FSU graduate programs?

Day 14: Wednesday, August 19th, Obtaining Experience

☐ (14.1) Our Experiential Learning unit at the Career Center provides assistance to students who want to "try out" their career goals. Go to: http://www.career.fsu.edu/Students/Gain-Experience and review the information under each of the five links in the center of the page. In which Career Library section can students locate additional resources on internships?

☐ (14.2) Review the guide on *Making the Most of Experiential Learning Opportunities.* What Module File would be helpful for a client interested in obtaining more experience?

☐ (14.3) Go to the Career Center website:

    a. Select "Find a Part Time Job"; browse the listings

    b. Return to the homepage and select "SeminoleLink"; click on and read the *SeminoleLink User's Guide*.

    c. Return to the homepage and select "ProfessioNole." Read the description and then login to your SeminoleLink account. Select "ProfessioNole" from the right sidebar. Locate contacts in the Atlanta area. How might this be helpful when working with clients? How would this relate to obtaining experience?

☐ (14.4) Visit www.indeed.com. In the "What" box search "Entry Level Jobs" and in the "Where" box enter "Orlando, FL." Examine your search results and then repeat the search for "Internships". How is Indeed different from SeminoleLink?

☐ (14.5) Locate and review the *10 Tips for Finding an Intern or Co-Op Position* handout in section IV of the Library.

☐ (14.6) Go to http://garnetandgoldscholar.fsu.edu/ and review the Garnet & Gold Scholar Society (GGSS) *Intent to Participate* form. Locate the drop-in advising hours for GGSS offered by the Career Center.   How would this program help a student obtain experience?

☐ (14.7) Sign into your SeminoleLink account and click on the *CareerShift* link. Under the *My Jobs* tab, search for an accounting internship. What other ways could you use this system with a student?

☐ (14.8) Find information on the Mock Interview Program on the Career Center website. How do you sign-up? Who's eligible? Where and when are these typically held?

☐ (14.9) Review the guide on *The First Job Interview* and examine the *Sample Questions*. What personal experiences have you had with these questions? Use Career Key to locate materials in the library on interview preparation. Locate one resource from your Career Key printout that discusses how to handle salary questions in an interview. List the resource:_____

Day 15: Thursday, August 21st, Additional Topics

☐ (15.1) Go to the "Students" page of the Career Center website and select "Plan Your Career." Click the "Explore Majors and Careers" link and select "FOCUS2."   Follow the directions for creating an accoun**t, the access code is: seminoles**. Login to your new account and complete the available career assessments. FSU Alumni are eligible to use this career planning system.

☐ (15.2) Review Chapters 1, 2, 3, & 4 in *Career Counseling and Services: A Cognitive Information Processing Approach*. A copy of this text is available in 1210, or if not available, see a staff or faculty member to borrow a copy. After reviewing the case study below, create a sample ILP that reflects your best judgment about activities and interventions that might be helpful with this individual.

Case Study: Marcie is a 19-year-old sophomore. She was referred to the Career Center by an academic advisor. She has changed her major 3 times and is very frustrated because she can't decide. She says, "all of her friends know what they want to do." She's had difficulties with science courses and her GPA is a 2.8. All the members of her family attended college. Her father is an engineer; her mother is a physical therapist. She has an older brother who majored in Economics, but is currently working as an account executive for Motorola. Marcie said she doesn't want to end up like her brother, doing something unrelated to her major. Her previous work experience includes caring for children, food service, and working on campus at the Union information desk. She has thought about something in health care but is concerned about her ability to complete the science coursework. She is attracted to the health care field because of the money and job security. Another area she has explored is communications but is unsure about which particular area in communications. She doesn't want to register for classes until she feels clearer about her major course. She is concerned about taking courses that might not relate to her major.

<u>Additional Checklist items</u>

□ (a) Use *Career Key* to locate materials in the Career Center Library. Review the "How to Use Career Key" document at http://portfolio.career.fsu.edu/Library/HowToSearchCareerKey.pdf. See the Career Library section of your *CA Handbook* to learn how resources are categorized in the library.

□ (b) Use the print version of the *Peterson's* guide to locate graduate level programs in the Romance languages and in a discipline of your choice. Next, use *Peterson's* online to learn about going to school for zoology.

□ (c) Locate the *Going to Graduate School* guide on the Career Center website. In Step II on "Choose Where to Apply," identify 2 questions students should consider.

□ (d) Browse through the Occupational Files in section II. How can you find materials related to a certain occupation quickly without having to obtain a Career Key printout?

□ (e) On the Career Center website, identify a subscription resource in the *Library Links* that needs a password. At the bottom of the page, it says to contact the Career Center librarian to get the password, but as a career advisor, where can you get the passwords?

□ (f) Where would you find information on diverse populations in the library? What resources are available?

□ (g) Identify the two ways a student can sign into their SeminoleLink account. Upgrade your *SeminoleLink* account to *Plus!* services to better understand this system and the resources it provides to students and alumni. Log into SeminoleLink, add to your profile, upload your resume, and submit an "Authorization Request." Under "Profile," indicate your preference for receiving e-mails from the Career Center. **Note: Selecting "no emails" will prevent the system from notifying you of potential jobs and internships of interest to you**.

Appendix A
Resume Critique Outline*

1. Introduce yourself to the person in a friendly manner; invite him/her to sit down so you can go over his/her resume; you will want to ask: "Has anyone else reviewed your resume prior to this visit?"

2. Work with a printed resume (not one on a laptop). This will make for a more efficient critique and place ownership for writing the resume on the person.

3. Inquire about the purpose or potential audience for the resume (e.g., internship, job search, grad school).

4. Read the entire resume. You may want to say something like, "let me read through your resume then we'll talk about it."

5. Whenever possible, note one or two positive things about the resume, especially things relating to the person's accomplishments, and comment on them.

6. Generally it is most helpful to start the resume critique by focusing on **content** items first (as opposed to format). This may include the objective or items in the education or experience sections. Note that there are some general rules and guidelines, e.g., spell your name right! Note that "most recent to least recent" is the rule of thumb.

7. Make an important, or the most important, point first. This will help to establish your credibility with the person.

8. Explain the "why" of things as you go. It is good practice to preface suggestions with the basic rule behind them, e.g., "One of the guidelines in resume writing is to list more important information first," or "A general rule of thumb in resume writing is to list the most important information first."

9. Be instructive, not judgmental. Phrases such as: "This is the wrong way" or "You've got a problem here" are not the way to go. Instead you can say: "One option you might consider is…" and continue with: "here's the thinking behind that suggestion…"

10. Check for any content items that are not in the resume. Have they forgotten to include something that might be important such as computer skills, campus activities, languages, volunteer experience?

11. Expect individuals who are developing their resume to do their OWN writing; if they are really struggling with phrasing you may provide some suggestions, but remember they need to feel comfortable with the wording and it must accurately reflect their experiences. Avoid the trap of doing the work for them. For example, the job duties exercise in *The Career Guide* and the *Writing a Resume* guide is an effective method of helping resume writers learn to more effectively describe their paid work, volunteer, and leadership experiences.

12. Discuss form, i.e., spacing and layout, last. Refer people to the sample resume notebooks or other resources when appropriate. Teach the basic rules, but remember the importance of the individuals' personal preferences. It should reflect their needs and objectives. But encourage them to have several other people proof it.

13. Share information about duplication options, type of paper, etc. Check to see if there are aware of issues associated with electronic resumes and scannable resumes. Refer them to Career Library resources on these topics.

14. Watch the time, especially when it is busy in the Center; in general, critiques should last no more than 15-20 minutes (and even less during busy weeks, e.g., prior to Seminole Futures). If more time is needed, encourage the person to do another draft and come back for another critique. Keep in mind other library resources (books, online workshops, sample resumes, etc.) that may be helpful. Let them know about our computers where they can make revisions and print another copy. If there are additional issues beyond the resume critique (they are discouraged, anxious, overwhelmed when it comes to job hunting), use an ILP to reflect additional activities that may be helpful and/or offer the option (when available) of an individual appointment.

* Adapted with permission from the Cornell University, Career Development Office, College of Agriculture & Life Sciences, *Peer Advisor Training Manua*l.

FUNDAMENTAL COUNSELING SKILLS USED IN CAREER COUNSELING
Updated by: Marissa Brattole, Casey Dozier, & Shawn Utecht* - July 20, 2010

Build Rapport/Make Personal Contact: the foundation of counseling is the relationship established between counselor and client; rapport is generally established more quickly in career advising since it is often a briefer interaction.
   - There are various ways to develop rapport, but all practitioners acknowledge the importance of making personal contact, although **style may vary**.
   - Pay attention to initial interactions, follow the client's lead and respect the client's boundaries.

Example: CA: Good morning. Welcome to the Career Center. My name is Ann and I'll be working with you today. Please have a seat.
Client: Hi Ann, it's nice to meet you. I have never been here before but have been meaning to come for the past 2 years. I feel foolish for not utilizing the services sooner.
CA: Well, it's great that you are here now. Don't worry, many students do not begin using our services until they have been at FSU for a while. The important thing is that you have made it in and now we can work together to see which services will be most useful to you.
Client: I'm so glad to hear that, I was beginning to feel like I was the only one who puts off coming into the Career Center.

Develop a Working Alliance: engage clients so you can work collaboratively to resolve their career gap(s).
   - CAs invite clients into a working alliance by extending understanding, respect, and empathy.
   - Active listening is also a key component in developing an early working alliance.
   - Being emotionally supportive and building trust is essential.
   - Inquire about the client's goal(s) in order to be sure you are working on the same goal.

Example: Client: My parents have been pressuring me to decide on a career. I am so confused and very frustrated. I feel lost and do not know where to even begin to sort through career options.
CA: Well, it sounds like the process of choosing a career is overwhelming right now. Let's break down the process step by step to make the decision-making process more manageable.
Client: That sounds great. I am feeling very anxious and could really use some assistance making this process easier to handle.
CA: I am glad this sounds helpful. There are numerous things we can work on in order to explore your career interests. First, I would like you to take a short questionnaire (CTI), which will help me better understand how you're thinking about careers right now. Then we can set up an appropriate plan. How does that sound?

Reflection: rephrasing or mirroring clients' statements and identifying the feelings they express.

Example: Client: My parents strongly encouraged me to major in business because they are both accountants and want me to join their firm after graduation. I am struggling in my financial accounting class, and really want to change my major to English. I enjoy literature, love working with children, and think I would make a good teacher. I am afraid of their reaction and don't know what to do because I don't want them to be mad at me.
CA: You seem to be stuck between following your passion for literature and working with children and wanting to please your parents by going into the family business.

*Some aspects have been adapted from *The Elements of Counseling* by Meier & Davis and *Skills of Career Counseling* by Figler

Active Listening: a process that requires an active role, and includes both verbal and non-verbal.

(A) *Verbal Behavior*: verbal active listening is comprised of asking open-ended questions and reflecting back clients' statements and feelings.
(B) *Non-verbal Behavior*: non-verbal behavior is a natural and essential part of communication. Researchers say that up to **80%** of all communication is non-verbal.

Example:
Active non-verbal behaviors include:
- Making eye contact & nodding, maintaining an interested facial expression, facing the other person, maintaining an open position (e.g., not crossing legs and arms), maintaining an attentive posture, keeping a close proximity

Active non-verbal behaviors *do not* include:
- Checking your watch, fidgeting, sighing, foot tapping, ease dropping, and/or staring off

Open-ended Questions: questions that cannot be answered with a "yes" or "no."
These types of questions allow clients to discuss any concerns and provide the fullest explanation.
They typically begin with "**What**," "**Why**," "**How**", or "**In what ways**."

Example: **Tell me** about **how** you originally selected political science as a major?
              What are some of your career interests?
              In what ways do you think your internship with Macy's will help you secure a marketing job?

Establishing the Problem/Gap: determine client's major concern(s) and set priorities.

Example: CA: What is your goal for coming in? (CA writes down response in goal section of ILP)

Explaining Career Advising to Clients: Clients may have misconceptions about the process and often want CAs to do the work for them. It's important to explain to them that your role as a CA is to provide information, guidance, and assist them in the career decision-making process.

Example: Client: I'm so glad to be here today because my dad is coming into town this weekend and wants to know what job I am going to get after I graduate. I need you to find me a job.
              CA: Well, first I would like to explain how our services work. My role as a CA is to help you explore your career interests, employment goals, provide information and resources, and assist you along the process of making career choices and locating employment. However, we are not a headhunting agency so we do not find a job for you.
              Client: So you can't give me a list of jobs for my major?
              CA: No, however I can provide you with some helpful job-hunting resources and resources that show you the connection between majors and occupations. Let's take a seat and discuss the types of jobs in which you are interested.

Referral: (individual counseling): suggesting that the person sign up for an individual appointment with a CA where he/she can have an hour appointment devoted to working on his/her career issues.

Example 1:   <u>CA</u>: Well, Sally, you just mentioned that you're not really sure of the next steps narrow your options. So, I wanted to let you know we offer our services in a variety of ways; you can drop-in just like you did today, but you can also make an appointment. Based on your goals, I was thinking meeting with the same person one-on-one could be helpful and you could have that designated time to focus on your career goals. Based on your goal of narrowing your options, what do you think of scheduling an appointment?
<u>Client</u>: I don't know…
<u>CA</u>: Just to let you know, what we do is we actually have a waiting list, so, we won't be scheduling your appointment today. We would write down your information and call you back to set up an appointment. If you'd like, I can get our appointment book, and let you know how long the waiting list is?
<u>Client</u>: That sounds great.

Example 2:   <u>CA</u>: Based on the information you have shared, I think you could benefit from signing up for an individual appointment with one of our CAs. These appointments are one hour and are a free service. The benefit is that you will be able to do more in depth career counseling in order to help you meet your career goals. Does that sound like something you would like to sign up for?

Processing: discussing a conversation or interaction that just occurred, giving client the opportunity to evaluate, comment about it, or redirect the focus of conversation.

Example: <u>CA</u>: Based on what we have discussed so far where would you like to begin?
<u>Client</u>: I don't know. I am very overwhelmed right now.
<u>CA</u>: Thank you for sharing that with me. It's important for me to know how you are feeling in order to best help you. What is causing you to feel most overwhelmed at the moment?

Notice Resistance: resistance - an obstacle or something a client is not willing to disclose or further discuss.

Example: A 50- year old male enters the Career Center and asks to speak to a CA.
<u>CA</u>: Hello, I'm Laura and I'll be your CA today.
<u>Client</u>: Oh, I didn't realize that you were going to be helping me. Is there anyone I could talk to with more experience?
<u>CA</u>: Well, sir, I can understand that you might be hesitant to work with me, but all of the CAs receive the same training and all are able to provide you with assistance related to career and employment concerns.
<u>Client</u>: I see. How often have you worked with adults who lost their job and are switching careers?
<u>CA</u>: That's a common concern of community members seeking our services. So if you'd like we could get started and see how it goes. If you find that what we're doing is not helpful, we can discuss other alternatives for receiving services.
<u>Client</u>: That's okay, let's get started.

Role-playing: simulating an experience in the career decision process so a client can practice behaviors and deal with the emotions which occur in a safe "practice" setting.

Example: CA: I would like you to imagine that I am a job interviewer and you have been asked back for a second interview. Try to answer my questions as you would on a real interview.

Summarizing: synthesizing what the person has said up to this point in the counseling process and reviewing it with the goals of clarification and moving forward with the client.

Example: Client: I am so confused and unsure what to do. I have just been told that this is the second time I am off track for my major and have to pick a new one. I really want to be doctor and don't know what other major would be appropriate besides biology.
CA: Okay, so you have recently received a notice stating that you are off track and no longer eligible to major in biology, yet you still want to pursue a career in medicine.
Client: That's correct
CA: It also sounds like you are unaware of other majors that prepare you to become a doctor. Maybe we could spend some time exploring other FSU majors that would help you reach your goal….how do you feel about that?

Information Giving: providing clients with information on various career-related topics including: job search process, information interviews, resume or cover letter writing and/or explaining assessment results.

Example: Client: I have a resume I wrote for one of my classes freshmen year and it's really more like a rough draft and none of my current information is on there. Could you help me with reformatting and making it look more professional?
CA: Sure, there are many different ways you can write a resume, so you can have a little room to tailor it based on your experiences and strengths. There are several important things to consider when creating a resume. First you want to be clear about the purpose of the resume. Are you writing a resume with the hope of getting an internship or job?
Client: Internship.
CA: Okay, then think about whether you want to highlight your positions, places of employment, or school experiences relevant to a possible internship. You can also choose to either bullet or phrase your job descriptions. Here are some sample resumes you can look through and see if any of the styles work better with your experiences. I am also going to give you one of our resume-writing guides that you can take home. There are a lot of helpful tips in there.

Empathy: one's ability to recognize and understand the emotions of another. Empathy is often characterized as the ability to "put oneself into another's shoes," or experiencing the outlook or emotions of another.

Example: Client: My mother just died and I am having a really hard time focusing on my course work. Now I have to get a full-time job in town while going to school. I think I am going to drop one or two of my classes because I can't focus, and am doing poorly. I was an A student and I don't want my GPA to be affected because of this.
CA: I am sorry to hear that you are going through this. Dealing with loss can be overwhelming and I could see why you are having a difficult time focusing on some of your classes. You said you are thinking about dropping a class or two, have you spoken to an advisor or the dean about that yet?

Clarifying: restating the client's message and check to be sure you have understood it properly.

Example: Client: I am graduating at the end of the semester and really need to find a job in Atlanta because my husband is getting transferred and is moving up there next week. I would prefer a job in advertising but would be willing to take a job in any office.
CA: So your husband is about to move to Atlanta and after graduating you plan to move up there to be with him. So it seems like you are most concerned with geographical location in your job hunt, is that correct?
Client: Yes.
CA: Okay, let's start by looking at some job-hunting resources focused in the Atlanta area.

Focusing: guiding the conversation toward what appears to be a high priority topic to the client in order to make best use of limited time.

Example: CA: You seem to be most concerned about your upcoming interview. Let's begin by providing you with some resources regarding interviewing and reviewing interviewing strategies.

Embracing Silence: it is natural to immediately respond when there's an awkward silence, but in counseling becoming comfortable with periods of silence is important.
- Clients are usually more uncomfortable with the silence and will quickly talk in order to fill the silence.
- When unsure what to say… wait 5 seconds…don't say anything, then reflect a feelings!

Example: CA: Based on your responses to the CTI, the External Conflict scale is moderately elevated. This suggests that you may be trying to balance your interests with what others want you to do. Does that fit with what has been going on in your life?
Client: Well sort of. My boyfriend doesn't think my LSAT scores are good enough to get into Law School. But that doesn't bother me. (Client maintains silence turns her head and looks away).
CA: Silence
Client: Okay, maybe I am upset that he doesn't think I can succeed and now I am starting to doubt my ability to be a lawyer.

Spot Checking/Safety net: asking client if the conversation/intervention has met client's expectations or has covered the concerns he/she intended.

Example: CA: Is this the type of information you were hoping to receive today?

**It is also important to periodically go up to clients who are working on desk to see if they have questions or ready to begin the next ILP item. Also, check on clients working in the computer lab and ensure they are working on career related tasks. **

Suicide Assessment/Crisis Intervention Skills
- The most frightening type of client for beginning counselors is a potentially suicidal person
- If a client gets emotional or feels uncomfortable talking in the library you can ask to use an interview room for more privacy
- Consult with supervisors as needed

1. **Take control of the situation – be DIRECT**
   - Do not be afraid to ask clients if they are suicidal (asking will not put the thought in their head)
   - Be clear: Ask clients if they have a plan, the means, and/or intent.
   - Develop a coping plan (i.e. what will the client do if he/she feels suicidal – call a friend, call 211, or go to the emergency room)
   - Ask client to sign a suicide contract (in the GA office filing cabinet)

2. **Identify the "Real" client**
   - Ask questions to assess safety and social support
   - "Tell me about a typical day"

3. **Emphasize the positive**
   - Use basic counseling skills (show concern, empathy, interest)
   - Reflect back what the student has told you clarify the situation
   - Emphasize that seeking help is a sign of maturity and strength, not one of weakness

4. **Identify Social/Professional Resources**
   a. **Social Resources**
      i. Find out if client lives along or has roommates
      ii. Assess whether client is stable to be sent home alone
      iii. Determine (if social support is available) can someone stay with the client during a crisis
      iv. Consult with a supervisor
   b. **Professional Resources**
      i. **University Counseling Center** (850) 644-2003
         1. Help client schedule an appointment
         2. Encourage client to drop-in for an emergency appointment (client will be seen that day)
         3. Walk client to the UCC to schedule an appointment and/or wait with them for an emergency appointment
      ii. **FSU Crisis Management Unit (CMU)** (850) 644-1234
         1. Provides free mental health assessment for FSU students in crisis
         2. Emergency transportation to the hospital is also available
      iii. **211 Big Bend** call 2-1-1 or (850) 224-6333
         1. Available for free 24-hour telephone counseling, referrals, and information
         2. See Community Resource Directory & University Referral Directory – at CA desk

Career Thoughts Inventory (CTI) Quiz

Counselor Training Questions

1. What career theory approach is the CTI based on?

2. What other cognitive theorist's perspective is reflected in the design and development of the CTI materials?

3. Describe 3 purposes of the CTI.
    a. _____
    b. _____
    c. _____

4. Name the 4 components of the career choice process reflected in CTI items.
    a. _____
    b. _____
    c. _____
    d. _____

5. Name the three construct scales on the CTI
    a. _____
    b. _____
    c. _____

6. What resource is used with the CTI to help clients reframe their negative thinking?

7. Name the 5 components of the decision-making cycle incorporated into the CTI.
    a. _____
    b. _____
    c. _____
    d. _____
    e. _____

8. What populations are appropriate for using the CTI?

9. Name 4 steps important in helping clients reframe CTI items they endorsed agree or strongly agree?

        a. _____

        b. _____

        c. _____

        d. _____

10. What term is used in place of "dysfunctional thinking" to describe to clients what the CTI measures?

11. Where in the CTI Professional Manual can you find the CTI items listed by content dimension?

12. Which table in the CTI Professional Manual lists CTI items associated with the 3 construct scales?

SDS Counselor Self-Test

Answer the following questions and then check your answers.

1. Name the six types.

   a. _____   b. _____   c. _____

   d. _____   e. _____   f. _____

2. Draw and label the hexagon.

3. How many times is a person's resemblance to a type estimated?

4. What kind of SDS scales have been substituted for aptitude tests?

5. The Occupations scales of the SDS come from what inventory?

6. The two purposes of the Daydreams section are to check the validity of the SDS _____
   and to predict the _____.

7. The SDS is a simulation of the vocational-counseling experience because all of the following procedures take place:
   performing a personal _____, arriving at a _____ formulation, searching a(n) _____file.

8. Ambiguous, flat, or conflicting SDS profiles may occur for the following reasons:

   a. _____   b. _____   c. _____

9. Advocated treatments for such profiles include:

   a. Provide _____.

   b. Encourage_____ exploration.

   c. Check the SDS for _____

   d. Provide individual _____or _____counseling.

10. People whose summary codes do not correspond to codes in The Occupations Finder usually have rare codes. (circle one)

      T   or   F

11. The solution for "no occupations in The Occupations Finder" or the occurrence of an unusual three-letter code is to use a person's:

a. _____-letter code; if that fails, use a

b. _____-letter code.

12. Using his/her Summary Code, a person can search the entire DOT by using the_____.

13. The hexagonal model has been used:

a. To organize the scales in the _____booklet. Consequently, adjacent scales are   related or tend to go up and down together.

b. To organize the occupations in the Occupations Finder so that closely related occupations are located _____together or adjacent.

14. Which of the following statements is most true? (circle one)

a. The classification of an occupation in The Occupations Finder is a mathematically precise process performed according to a single empirical procedure.

b. The classification of an occupation is only an approximation performed by using several empirical procedures coordinated by a single set of definitions.

15. Why do users search for all permutations of their Summary Codes? (circle one)

a. To increase the range of possible alternatives.

b. To lessen informational errors due to a small score or profile differences.

c. Both of the above.

16. What do the intercorrelations of the SDS scales indicate? (circle one)

a. Convergent and discriminant validity of the SDS assessment.

b. The relatedness of types.

c. Both of the above.

17. Research suggests that the vocational daydreams and choices of high school and college students are only random events. (circle one)

T or F

18. Adult work histories tend to be random. (circle one)

T or F

19. The SDS booklets, the transition from assessment to classification, and the classification itself depend upon and are organized according to a single _____, consisting of six constructs.

20. People with SDS codes of SAE who want to become elementary teachers (SAE) would be expected to find teaching satisfactory because their SDS codes are_____ with their aspiration.

21. The hexagonal model is also used to define the _____of a person's SDS profile or the ____ of an occupation or environment.

22. Interest data imply an irregular polygon-not a hexagon. (circle one)

    T   or   F

23. The construct consistency is usually an inefficient sign for making predictions. (circle one)

    T   or   F

24. The construct differentiation is usually a more efficient prediction of decision-making ability and career stability than is consistency. (circle one)

    T   or   F

25. Form Easy is for_____ readers.

26. The SDS appears to be most useful when it is taken alone rather than in a group. (circle one)

    T   or   F

27. The scoring of the SDS should be checked. (circle one)

    T   or   F

28. "The Rule of 8" means that differences less than 8 between two summary scores should be regarded as trivial. (circle one)

    T   or   F

29. "The Rule of Intra-occupational Variability" means that an occupation usually tolerates only a single type. (circle one)

    T   or   F

30. "The Rule of Asymmetrical Distributions of Types and Subtypes" means all SDS codes are about equally common. (circle one)

    T   or   F

31. Predictive efficiency of a person's daydream aspirations increases the more they share the same first-letter code. (circle one)

    T   or   F

32. The differentiation score for Person P on the attached is_____. According to the differentiation norms in Appendix B, Table B2, his percentile rank is _____.

33. The consistency of the profile for Person P (see attached) is_____ . Use hexagonal model.

34. When the codes of a person's current aspiration and SDS profiles agree, the person is more likely to enter an occupation or field of study with that code. (circle one)

   T or F

35. The hexagonal and Zener-Schnuelle indexes of agreement correlate about.20. (circle one)

    T or F

36. The occupational classification codes are precise estimates. (circle one)

   T or F

37. The third letter of an occupational or SDS code is the least important aspect of a three-letter code. (circle one)

   T or F

38. The first letter of an SDS or occupational code is more important than the remaining letters. (circle one)

   T or F

39. The weaknesses in the SDS include the following: (circle one)

   a.   It appears too simple to some professionals.
   b.   Directions fail to stimulate everyone to explore all permutations of their code.
   c.   Scoring is not perfectly reliable.
   d.   Occupational codes are not precise.
   e.   Competency tests need more validation.
   f.   It fails to help everyone and upsets a few people.
   g.   All of the above.

40. There is no evidence for the concurrent validity of the competency scales. (circle one)

   T or F

41. Predictions using the classification have usually been moderate. (circle one)

   T or F

42. Suppose a 40-year old female's SDS code was ISA with scores of 25, 20, and 18. (Her R, E, and C scores were 5, 6, and 2). What are the six occupational subgroups she should explore?

   ____ ____ ____ ____ ____ ____

43. Suppose a 20-year old male's SDS code was ASI with scores of 35, 20, and 16. (His R, E, and C scores were 3, 2, and 1). What are the two main subgroups he should consider?

   ____ ____

44. In the examples in items 42 and 43, which person is most differentiated? (circle one)

Female   Male

45. Which person has the most consistent SDS codes? (circle one)

Female   Male

46. Which appears to have more occupational options? (circle one)

Female   Male

Reproduction of *Appendix D: Counselor Self-Test* is hereby granted for training purposes. The key to the self-test questions is on page 94 of the *SDS Professional Users Guide*.

Person P

Person P, a life insurance agent, is 53 and a member of the Million Dollar Round Table. His SDS profile (profile P) closely resembles the profile of life insurance salesperson (ESI), security salesperson (ESA), and other salespersons (ESC). The match between his current job (ESI) and SDS code (ESA) is at step 5 on the Zener-Schnuelle index—almost perfect agreement. He loves his work although his daydreams have included teacher (SAE), dentist (ISR), psychiatrist (ISA), commercial artist (ASI), and advertising manager (AES).

Profile P, Age 53

Activities (pp. 4-5)	3	1	11	10	11	1
	R	I	A	S	E	C

Competencies (pp. 6-7)	7	2	2	9	9	3
	R	I	A	S	E	C

Occupations (p. 8)	2	4	13	12	10	1
	R	I	A	S	E	C

Self-Estimates (p. 9)	4	1	5	6	7	2
(What number did you circle?)	R	I	A	S	E	C
	4	5	6	4	5	2
	R	I	A	S	E	C

Total Scores	20	13	37	41	42	9
	R	I	A	S	E	C

Summary Code	E	S	A
	Highest	2nd	3rd

Appendix E

Checklist for Using CACG Interventions

Prior to Interaction with the User

☐ Read *CACG Lab Operating Information* in the notebook in library staging area (Room 1203).

☐ Review any professional manuals as well as training and support materials (in the library staging area or on-line). This will be an ongoing process during your career advising work.

☐ Prior to recommending a CACG system, use it thoroughly yourself.

During Initial Session with the User

☐ Determine user suitability for particular CACGS.

☐ Discuss benefits, limitations, and nature of using a particular CACG system (e.g., computer does not provide "magic answers" or the "right" job title). Use description sheets in Mobile File 3 to assist the client in better understanding their CACG options. Also, the CACG Comparison Sheet in the CA desk may be useful.

☐ Briefly explain how occupational alternatives are generated. Encourage exploration.

☐ Review available introductory materials or exercises (e.g., CACG descriptions sheets in Mobile File 3, World-of-Work Map, user guides, etc.)

☐ Include specific CACG sections and other activities on an Individual Learning Plan (ILP).

Putting Users on Systems

☐ Log onto the computer. Refer to the manual if a password or further directions are needed.

☐ Introduce them to setting up an account, logging in, saving information, printing instructions, and any relevant features.

☐ Check to see if the user has any questions and encourage them to talk to a Career Advisor if they have any questions or problems while using the system.

After Users Complete the Systems

☐ Remind them that information saved can be accessed online with their username and password.

☐ Review user print-outs. Ask for their reactions to the experience.

- What information was gained? How will they use this information?
- If they are unhappy with the occupational alternatives generated by the computer, consider the accuracy of their self-assessment process. Their reasons for rejecting certain occupations can be a useful source of information.
- Consider any inconsistencies between self-assessment data and factors used to generate occupational alternatives.
- Did the computer generate options they wish to further explore?
- To what extent did interacting with the computer address their career problem?
- What follow-up assistance is needed? Add additional activities to ILP as needed.

Portions of the above adapted from the following article: Sampson, J. P., Jr., Peterson, G. P., Reardon, R. C. (1989). Counselor intervention strategies for computer-assisted career guidance: An information processing approach. Journal of Career Development, 16(2), 139-154.

Career Advisor Training Videos

#1 Choosing a Major

1) What is the client's gap? In terms of CIP Theory, what does the clients Pyramid look like? Where is the client in the CASVE Cycle?

2) As you watch this scenario, pretend you are collaborating with this client. Get an ILP from the library. When should the ILP be filled out?

3) _____Exercise could be useful in helping the client make a decision. How might a career advisor state this on an ILP?

4) What are some basic counseling skills that were demonstrated in this scenario? Are there any skills that were not demonstrated that you think could have been helpful?

5) What are some additional aspects about the client's situation that you might have found it helpful to know?

#2 Career Transition

1) If the scenario were to end after the first part of the role play, what might you further discuss and include on the client's ILP?

2) How would you rate the capability and complexity of this client before the session took a different turn? What is getting in the way of this person making a career decision?

3) What is the CTI used for? When discussing CTI results, the career advisor described the client's negative thoughts as if he were looking through a negative filter. How might this be stated in a different way?

4) In the second part of this role play, the client expresses suicidal ideation. What could the career advisor do if she didn't feel comfortable working with this client alone?

5) Name at least 3 risk factors for suicide. Are there some that weren't mentioned? If so, what are they?

#3 Job Searching

1) In terms of CIP Theory, what does the clients Pyramid look like? Where is the client in the CASVE Cycle? How would you rate the capability and complexity of this client? (Review chapter 5, pgs 68-74 in *Career Counseling & Services: A Cognitive Information Processing Approach* to learn more about capability and complexity.)

2) During this role play, the career advisor asked some close-ended questions. Why is it more helpful to ask open-ended questions? Look at the examples below and state how you might ask these questions in a more open-ended way? Also, what are some other phrases one might use at the beginning of a sentence to make a question more open ended? Examples:

   Are you looking for a part time or full time job?
   Are you interested in sticking with that field?
   Are you interested in any certain geographic location?
   Have you been working?
   Have you made a resume? Have you been adding things on?

3) How was collaboration demonstrated when writing this ILP? What are some other ways the client and career advisor can collaborate in writing an ILP?

4) What was the last item written on the Individual Learning Plan? Why is it useful to always write this on your client's ILP? To obtain more ideas about what might be written on an ILP as activities to complete a job search, review the job search ILP in your CA Guide.

Campus Landmark Scavenger Hunt

This activity familiarizes you with important offices and landmarks on campus to which you will frequently give directions when working as a Career Advisor. Engage in the activities listed below and answer any questions. Document your experience with pictures and make sure everyone shares time in front of the camera. Be creative and have fun! It is not about who finishes first. It is more about going through the process, learning the campus, and getting to know your peers. All of the photo shoot locations are on campus. You may walk and take the bus. No driving since most visitors will not have a car (or be able to park).

1. What number is the Module sheet in the Career Library that can help an individual make a connection between his/her major and possible occupations? Now, find the file that relates. Choose a match major sheet of interest. Choose wisely, because you'll visit the related college/department and take a picture.

2. Grab a brochure and take a photo with a staff member in the other office that helps exploratory students choose a major. If no one is available, take a group shot in front of the office.

3. Take a pretend graduation picture at this gateway to the university. Be creative!

4. "Listen" to this clue. Take a photo "reflecting" a basic counseling skill with one of FSU's statuesque legends.

5. Take photos of team members demonstrating each of Holland's 6 types at 6 separate locations that embody these types. Bonus points for a human hexagon in addition to your 6 photos.

6. "Visit" this important office across from the monument to an indigenous leader and his faithful equine friend. What are the names of this duo who keep the flame alive for the university? What services does this office offer?

7. It's "time" to visit the building housing the Office of Financial Aid. Even though it's not "cuckoo," you might think you are seeing quadruple. Take a picture with this "timekeeper."

8. Take a photo with a statue of two giants involved in a Realistic activity.

9. "Point" and shoot a picture with the larger than life version of Bobby Bowden.

10. A student you are working with needs to leave school for the semester and would like his transcript not to reflect the poor grades he received. Which office would be helpful for him? Take a photo at this location. Bonus points: Name four other offices on this floor. What office used to be housed here?

11. Start off on a good foot with both Roz Bryant and Pat Reeves. Bring them creative gifts and don't forget to take pictures of their surprised, grateful faces.

12. Take a picture with a staff member you haven't met yet. Tell us his/her name and something you learned about him/her.

13. Take a picture with "Chainsaw's" best friend.

14. There's an employer at the Career Center who wants to talk to someone about participating in career expos. Take a picture with/in front of the office door of the person who manages these. What is her name?

15. Another employer wants to interview on campus. Take a picture with/in front of the office door of the person who can help them. What is her name?

16. A student is working on their personal statement wants it critiqued by "someone who knows how to write." Take a photo at one of the two campus locations where the literati tutor.

17. You are on desk alone and don't know where the other career advisor is who is scheduled to be on desk. Are they sick? How can you find out? Find the resource and take a picture with it. Name something else you can find in there.

18. Take a picture in the two different parking "lots" where Career Center visitors can park, creatively indicating the respective number of parking spaces in each picture.

19. Do your best "tomahawk chop" at this sculpture in front of the building for student disability services.

20. Take a picture reenacting a scene from your favorite movie in front of this free on-campus film venue. More sedately, wander up the stairs and say hello to the Counseling Center receptionist.