Building Connections for Success – Career Lesson Checklist

Career Center contact:
Armine Karagyulyan, BCFS Career Advisor
armenuhi.karagulyan.421@my.csun.edu
For more information: www.csun.edu/career/faculty

- **A. Career Center session 1 = Part I: Orientation to career exploration and Pathways.**
  Students visit the Career Center sometime during weeks 3-5 for an orientation to career development and the Pathways program. During this visit, students complete self-discovery exercises, are introduced to the StrengthsQuest assessment, and receive instructions on how to access the Building Connections for Success My Career Plan Moodle.
  *(Please note: There is a self-directed Moodle version of this session. If you are interested, please contact us.)*

- **B. Career Center session 2 = Part II: Strengths-based learning.** Within 2 weeks, a second visit is conducted where StrengthsQuest results are discussed in terms of self-awareness and academic and career decision-making (e.g., selecting a major). StrengthsQuest can also be used to set up effective group dynamics (this is particularly useful before assigning the Critical Thinking/Information Competence group project) and to help students prepare for the academic challenges of their first midterms.

- **C. Building Connections for Success: My Career Plan (Moodle-based).** In order to ensure continuous and meaningful opportunities for freshmen to develop their career plans, we have created the BCFS My Career Plan Moodle. This is an online version of the My Career Plan booklet that was utilized in previous years. My Career Plan is an online goal development tool through which students can reflect and learn about themselves, become familiar with resources to research and evaluate their options, and develop the steps they need to take in order to reach their career and academic goals. Instructions on how to access the My Career Plan Moodle is provided to students during the first Career Center visit (i.e., session 1).

  **Course Name:** BCFS My Career Plan
  **Enrollment Key:** BCFSplan (case sensitive)
  
  Have students complete the first section, which is the Freshman Year Fall Semester: Discover Yourself section of My Career Plan. Students can obtain assistance with completing the activities by visiting the Career Center.
D. **Goal setting activity** (see goal setting worksheet). Prior to the first visit to the Career Center (i.e., session 1), students can complete a goal setting worksheet as a career exploration activity. Career Center Counselors will help students make connections to decision-making and life-long learning concepts.

**Enrichment Activities:**

- **Pathways** ([www.csun/pathways](http://www.csun/pathways)): *Pathways* has many self-discovery activities and exploration opportunities for students. You may want to have students complete research on CSUN majors or occupations using *Pathways*. Please note that the *My Career Plan* includes some activities from *Pathways*. Students can also set goals, explore graduate school resources, and much more through the *Plan Your Future* module (purple card) of *Pathways*. Check it out!

- **Engage, Discover, Experience - Career Center library activities**: The Career Engagement program is based on reflective career activities and incentives for students to take part in at their own pace. Currently, there are 15 activities ranging from self-discovery to goal setting. All activities are available in the Career Center library.

- **Moodle-based Career Engagement Program**: Students participate in reflective career activities through Moodle and receive rewards and certificates. Please contact Lucy Macis for the Enrollment Key and information for this program. lucy.macis@csun.edu or 818-677-3149.

- **Strengths Activities**: There are a multitude of resources for educators who want to incorporate some strengths-based reflections into their courses.
  - Visit the StrengthsQuest site for curriculum ideas and activities: [http://www.strengthsquest.com/content/141365/Resources.aspx](http://www.strengthsquest.com/content/141365/Resources.aspx)
  - You might also just try an informal journaling or writing exercise with a title such as "How I Use My Strengths." At various times throughout the course, have students write short informal pieces about the way they see and use their strengths. From, “60 in 60! Creating Moments That Matter: 60 Seconds or 60 Minutes! Tips and Tools for Teaching and Student Success With Strengths”, by Idahlynn Karre.

- **Informational Interviews**: The informational interview is a technique for making contacts and getting information about a specific job or career from someone with first-hand experience. Students can learn a great deal by reading, but much more comes from talking to people! Have your students talk to people about majors, careers, and the job market. We can help students develop their questions and find people to interview.
Career Center Session Learning Outcomes:

**Part I: Orientation to career exploration and Pathways:**
- Students will be able to explain the purpose of the Career Center.
- Students will be able to identify the Self-Discovery stage of the Career Development Model.
- Students will understand the purpose of Pathways and its connection to the career development model.
- Students will be able to integrate knowledge of their interests and talents to make initial decisions about majors and careers.
- Students will be able to integrate knowledge of their talents to make initial career-related decisions.

**Part II: Strengths-based learning:**
**Goals:**
- Introduce students to positive psychology theory.
- Orient students to their talents and strengths themes.
- Provide opportunities for students to begin using strengths-based learning concepts.

**Learning Outcomes:**
- Students will make life choices that are congruent with his/her abilities, values, and beliefs.
  - Students will better understand his/her strengths as an individual.
  - Students will better understand his/her strengths as they relate to others.
  - Students will feel more confident about life and career decision-making.
  - Students will apply knowledge of strengths to academic decision-making.