

**University 100: Career Center & Career Exploration Suggested Activities****Contact:**

Nyla Dalferes, Career Center: [nyla.dalferes@csun.edu](mailto:nyla.dalferes@csun.edu), 818-677-3079 (campus phone). For more information: [www.csun.edu/career/faculty/](http://www.csun.edu/career/faculty/)

**Suggested Uses:**

The Career Center uses active learning techniques to foster self-awareness and application of career development theory.

1. **Option 1** = Two-visit format. First visit = Students visit the Career Center sometime during weeks 3-5 for an orientation to the career development process, the *Pathways* online career exploration tool, and to complete self-discovery exercises. The StrengthsQuest assessment is also introduced. Second visit = A second visit is conducted, within 2 weeks, where the StrengthsQuest results are discussed in terms of self-awareness and academic and career decision-making (ie. Selecting a major). StrengthsQuest can also be used to set up effective group dynamics (particularly useful before assigning the Critical Thinking/Information Competence group project) and to help students prepare for the academic challenges of their first midterms (which begin around week 7).
2. **Option 2** = One-visit focused on strengths combined with a Moodle-based tutorial: This option allows students to participate in career education activities through Moodle and then visit the Career Center for a strengths-based lesson. How this works:
  - a. Step 1: At least 2 weeks prior to your strengths-based lesson (Step 3 below), I will email you the Moodle Enrollment Key and your students' StrengthsQuest Codes with instructions.  
*Optional* = Schedule a 15-minute introduction to the Moodle Tutorial by a Career Center staff member in your classroom.
  - b. Step 2: Students complete the Moodle Career Center U100 Tutorial on their own and receive a certificate of completion for you to collect.
  - c. Step 3: Strengths-based lesson in the Career Center. This session will primarily focus on strengths-based learning. StrengthsQuest results are discussed in terms of self-awareness and academic and career decision-making (ie. Selecting a major).
3. **Option 3** = One-visit format: Students visit the Career Center sometime during weeks 10-12 for an orientation to the career development process, the *Pathways* online career exploration tool, and to complete self-discovery exercises. If you are assigning a career essay, or research assignment, this single visit can come at the same time as your assignment.
4. **Prior to Visiting:**
  - a. You may want students to register with *SUNLink*. This will give them access to Career Center event information as well as internship and job listings. Instructions for registering are on the U100 Instructor's Manual.
5. **Optional Enrichment Activities:**
  - a. *Pathways* online self-discovery and planning tool. ([www.csun.edu/pathways](http://www.csun.edu/pathways))
    - i. Have students complete at least one activity in each of the 4 modules of *Pathways* (Discover Yourself, Research Academic Programs, Explore Occupations, and Plan Your Future). Then have students use the insights gained in their Career Essay. Or, have students complete a

reflection answering questions such as: What did you find valuable? What do you plan to do with what you have found? Is there anything that surprised you in your results?

- ii. Goal Setting: Students can set SMART goals, search for internships, explore graduate school, and much more through the *Plan Your Future* module (Purple Card) of *Pathways*. Be sure to check it out!
- b. *Engage, Discover, Experience* - Career Center Library Activities: Our *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 in University Hall 105. Come check it out!
- c. *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](mailto:lucy.macis@csun.edu) or 818-677-3149.
- d. *Strengths Activities* - There are a multitude of resources for educators who want to incorporate some strengths-based reflections into their courses.
  - i. Visit the StrengthsQuest site for curriculum ideas and activities:  
<http://www.strengthsquest.com/content/141365/Resources.aspx>
  - ii. 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.
- e. Informational Interviews: The informational interview is a technique for finding out information about jobs and making contacts. Students can learn a great deal by reading, but better information comes from talking to people. Have your students talk to people and find out about majors, careers, and the job market! We can help students find people to interview and develop a list of questions.

## **Learning Outcomes**

### **Part 1: Orientation to Career Exploration** (refer to Options 1, 2, & 3)

1. Students will be able to explain the purpose of the Career Center.
2. Students will understand the purpose of Pathways and its connection to the Career Development Model.
3. Students will be able to integrate knowledge of their interests and talents to make initial decisions about majors and careers.

### **Part 2: Strengths-based Learning and Decision-making** (refer to Options 1 & 2)

1. Introduce students to positive psychology theory
2. Orient students to their talents and strengths themes
3. Student will better understand his/her strengths as an individual.
4. Student will feel more confident about life and career decision-making.
5. Student will apply knowledge of strengths to academic decision-making.