

## Counseling and Psychotherapy

### Career Readiness, Assignment 1

This assignment is designed to help you reflect upon and improve your readiness for your occupational future. Here is what you will do. First, complete the two-page Career/Graduate School Readiness form that begins on the next page. You will indicate what you have done for each of the major categories in the “progress” column and define some goals for each of these areas in the “future plans/goals” column. Note that your responses do not have to be complete sentences, but they should be specific and understandable to me as a reader. Examples are provided at the top of each column. Next, respond to the short answer/essay questions you find below. This entire document, once completed, should be submitted to the appropriate D2L dropbox.

Reflection Questions (complete *after* you do the Career/Graduate School Readiness form)

**Note:** These responses should be in complete sentences and paragraphs, and I will be evaluating the quality of your writing as well as the thoughtfulness/quality of the content of your answers. If you need additional room, feel free to create more spaces between questions for your answers.

1. How prepared do you currently feel for applying for a job or graduate school? Please explain your answer.

Last week I discovered that I will be graduating in May of 2018, which is an entire year earlier than anticipated. As a result, I am suddenly faced with the need to apply for graduate school programs much sooner than I thought I would. I have spent at least an hour each day for the past week just researching graduate schools with CACREP accredited mental health counseling programs and I have met with each of my advisors to discuss graduation and the graduate school application process. Because this is all pretty new information for me, I am feeling overwhelmed about taking the MAT or GRE and completing graduate program applications. However, I am an incredibly organized person when it comes to planning things like this and I know that I am doing all that I can to be adequately prepared for applying to graduate school. I have been researching programs, contacting advisors at UWGB and at my schools of interest, so I know that I am on the right path for this incredibly important process.

2. How prepared do you currently feel for doing the work of a career or completing the work required in graduate school? Please explain your answer.

I believe that I don't currently have a realistic understanding of the work load that accompanies graduate school programs. In my undergraduate studies, I've been able to perform excellently in school while working almost 50 hours a week at two jobs and volunteering on a weekly or bi-weekly basis. However, when looking into the various graduate school programs that I am interested in, I am coming to realize that the amount of work is going to be vastly different at the graduate level than at the undergraduate level. In fact, I'm beginning to question how much I'll be able to work at all once I begin my graduate level studies.

3. Of the major categories of activities listed in the Career/Graduate School Readiness form (e.g., Build a Record of Relevant Experience) which do you believe you are most prepared for, and which one are you least prepared for? Please explain your answer.

I feel as though I am doing very well in the area of developing a record of relevant experience. I have extensive work experience behind me that shows my commitment to hard work, and I have an assortment of leadership experience that many programs and employers look for in their interviewees. Currently, I am working as a University Union Building Manager Coordinator, which means I am leading a team of other student employees from a supervisor position. This is a position I have risen to fairly quickly, having only been employed at the University Union for three semesters. I have also spent a year volunteering with Compassus Hospice and Palliative Care, working with Hospice and Dementia patients in the last stages of their lives. However, what I consider to be most valuable is my experience working as a Behavior Technician with Fox Valley Autism Treatment Company.

I am least prepared for having a portfolio to share with graduate schools and employers. Though I have an updated resume, I have not compiled a portfolio of my work and achievements as an undergraduate student. This is one of my goals for this semester: to organize writing samples and other relevant materials into a professional portfolio. I plan on seeking the assistance of career services to create a more impressive portfolio to aid me in my pursuit of graduate school programs.

4. What sources of assistance (e.g., Career Services counselor, specific websites or resources, community agency) do you believe you need to seek out at this point to enhance your career development? Please explain your answer.

I've mentioned several times in this assignment my need to communicate with Career Services, but I do wholeheartedly intend to take advantage of this campus resource this semester. I've never taken my resume for review and recommendations, and I've never spoken with anybody outside of my program advisors about my career goals and how to best achieve them. I also plan on working closely with my program advisors to best ensure academic access this semester and to best prepare for graduate school applications in the fall. Independently, I plan on spending much more time researching graduate school programs and reading research on what makes for more successful applicants.

5. In addition to the three goals you set for this semester on the Career/Graduate School Readiness form, please describe in more depth your overall plan for this year and the work you believe you need to do to promote your preparation for life after college.

I am currently in the throes of preparing for graduate school, which is certainly a daunting task. There are several things that I've already undertaken, and several more that I plan on pursuing, to make me as prepared as possible for graduate school and life after UWGB. When I learned that graduating next Spring was a possibility for me, I immediately scheduled meetings with my three academic advisors to look over graduation and course requirements to ensure that my early graduation take place. I enrolled in an additional class, taking 18 credits this spring semester, and enrolled in two summer courses, these adjustments making it possible for me to graduate a year ahead of schedule. I was initially a little nervous about enrolling in 18 credits while working nearly full-time, so one of the first steps I took towards a successful semester was spending two hours at Barnes and Noble looking for the perfect academic planner. For the first time in my life I've become someone who uses an agenda and color codes my schedule, but I knew that it was what I needed to do to stay organized this semester.

Now prepared for graduation, I have dedicated large amounts of time to researching graduate school programs, and my next step is to contact those programs for more specific information and to communicate with their program advisors on being a successful student and applicant. Part of this preparation has included looking into taking the GRE and MAT, which I plan on taking this summer. In preparation for these tests, I will be purchasing preparation books and taking many practice exams. I've already found reasonably priced and updated preparation books on Amazon. Part of doing so lead me to the discovery that the MAT will definitely require me to study up on my vocabulary. When the fall comes, I will start my applications early so that I can dedicate myself to writing impressive personal statements and application essays. Throughout this process, I will continue to work on my relevant experiences in behavioral therapy and volunteering with hospice patients. I truly feel as though these experiences have been and will continue to be some of the most valuable in my preparation for my future career and even though I plan on working with adults, having experience working with children and older adults gives me a deepened understanding of working with people in every stage of the lifespan.

## Career/Graduate School Readiness

### Becoming Prepared and Marketable for Life after Graduation

Be ready for life after graduation. The earlier you start, the better prepared and the less stressed you will probably be. Please don't let this list overwhelm you. Work with your advisor to select even just 2 or 3 manageable things to work on each semester, and track your progress. See how much you learn and how much your confidence and skills increase!

#### Before you read more, you can even take two great and easy first steps:

1. Join PHD Club and/or respond if invited to join the Psi Chi International Honor Society ([www.uwgb.edu/phdclub](http://www.uwgb.edu/phdclub); <http://www.uwgb.edu/psychi/>). They have great leadership opportunities, activities, and career/grad school events!
2. Look at the career information on the Human Development website (<http://www.uwgb.edu/human-development/careers/do-major/>) or follow UWGB Psychology on Facebook & Twitter and check out their practical talks on Storify (e.g., <http://storify.com/rycmart/engaged-gb-psychology-students> & <http://storify.com/rycmart/three-things-every-uwgb-psychology-student-should>)

Activity	Progress	Future Plans/Goals
<i>Example: Create a resume and update it every semester</i>	<i>Example: Resume created 9/2013; updated 6/2014</i>	<i>Example: Review and update each semester</i>
<b>Document &amp; Market your <u>Current</u> Experiences &amp; Skills</b>	<b>Progress</b>	<b>Future Plans/Goals</b>
<ul style="list-style-type: none"> <li>• Create a resume and update it every semester; start here: <a href="http://www.uwgb.edu/careers/skills/resumes.asp">http://www.uwgb.edu/careers/skills/resumes.asp</a></li> </ul>	Resume created Fall 2015 Updated biannually Last update: January 2017	Bring resume to Career Services or to a resume building workshop to make improvements and corrections
<ul style="list-style-type: none"> <li>• Schedule a resume review session with Career Services to get feedback on your resume</li> </ul>	Have an updated Resume, signed into PRO to look at Career Services events	Schedule a session with Career Services to bring resume in for suggestions and improvements
<ul style="list-style-type: none"> <li>• Create folder/portfolio demonstrating achievements or skills and update each semester to help you keep a record and have specific examples to discuss in letters/interviews. <u>Examples:</u> first aid or IRB certificate, award, class assignment illustrating your research or writing skills</li> </ul>	Several proficient research papers, awards and certificates	Compile and organize a comprehensive portfolio with writing samples and notable awards and certifications
<b>Narrow or Define your Professional Focus</b>	<b>Progress</b>	<b>Future Plans/Goals</b>
<ul style="list-style-type: none"> <li>• Work to define a general area of future interest (e.g., business, human services, education) <u>Examples:</u> take classes in different areas, do informational interviews with people in careers of interest, meet with Career Services for career counseling, take Career Services' 1-credit Career Planning class (HUM DEV 225), obtain volunteer or work experience in areas of potential interest</li> </ul>	Complete extensive online research on the different types of counseling careers, volunteer with actively dying hospice patients, work with children in early and late childhood, request to work with a teen-aged client in a therapy context, discuss career benefits and graduate school with supervising therapist, choose to pursue counseling rather than behavioral therapy	Take Infancy and Childhood and Adulthood and Aging to gain a better understanding of what age group I prefer to work with, work with adolescents in a therapy context
<b>Build a Record of Relevant EXPERIENCE</b>	<b>Progress</b>	<b>Future Plans/Goals</b>
<ul style="list-style-type: none"> <li>• Accumulate relevant <u>applied experience</u> <u>Examples:</u> (You don't have to do them all, and there are more options!) <ul style="list-style-type: none"> <li>▪ Active campus involvement/leadership: Student Orgs, Student Ambassadors, Student Government, Resident/Community Assistants, etc. (see: <a href="https://sis.uwgb.edu/StudentLife/StudentOrgs/OrgBigList.aspx">https://sis.uwgb.edu/StudentLife/StudentOrgs/OrgBigList.aspx</a>; <a href="http://www.uwgb.edu/focus/staff/ambassadors/">http://www.uwgb.edu/focus/staff/ambassadors/</a>; <a href="http://www.uwgb.edu/housing/employment/student.asp">http://www.uwgb.edu/housing/employment/student.asp</a>; <a href="http://www.uwgb.edu/student-government/">http://www.uwgb.edu/student-government/</a>)</li> </ul> </li> </ul>	PhD Club, Psi Chi honor society, Phi Eta Sigma honor society, employed as a University Union Building Manager Coordinator, employed as a Behavioral Technician for children with autism,	Acceptance to Sigma Tau Delta honor society

<ul style="list-style-type: none"> <li>▪ Relevant part-time employment (start at: <a href="http://www.uwgb.edu/careers/connections/pro.asp">http://www.uwgb.edu/careers/connections/pro.asp</a>)</li> <li>▪ Volunteer work (ongoing work with 1-2 organizations is better than single activities with many; start with “advanced search” at: <a href="https://volunteer.truist.com/vcobc-4/volunteer/">https://volunteer.truist.com/vcobc-4/volunteer/</a> or with <a href="http://www.volunteergb.org/#!/volunteer/csp0">http://www.volunteergb.org/#!/volunteer/csp0</a>)</li> <li>▪ Service learning classes (e.g., EDUC 295 <a href="http://www.uwgb.edu/phuturephoenix/student-resources/other-majors.asp">http://www.uwgb.edu/phuturephoenix/student-resources/other-majors.asp</a> or SOC WORK 330)</li> <li>▪ RA, TA, other Independent Study options (see: <a href="http://www.uwgb.edu/human-development/internships/options/">http://www.uwgb.edu/human-development/internships/options/</a>)</li> <li>▪ If eligible, an Internship (Consult policy: <a href="http://www.uwgb.edu/human-development/internships/policy/">http://www.uwgb.edu/human-development/internships/policy/</a>)</li> </ul>	<p>volunteer as a friendly visitor for Compassus Hospice and Palliative Care</p>	
<p><b>Build a Record of Relevant SKILLS</b></p>	<p><b>Progress</b></p>	<p><b>Future Plans/Goals</b></p>
<ul style="list-style-type: none"> <li>• Accumulate relevant and marketable <b>applied skills</b></li> </ul> <p><u>Examples:</u> foreign language, international and/or cultural competencies, research, mathematical/statistical, computer, interpersonal (active listening, sales/persuasion), mediation, oral communication, leadership, written communication, etc.</p> <p><u>Examples of how to achieve?:</u> take relevant classes and/or complete a complementary minor (e.g., interpersonal communication, foreign language, business); attend workshops or trainings on campus or through your work; study abroad; work/volunteer experience with diverse groups, etc.</p>	<p>Research Methods class, Statistics class, Fundamentals of Public Address class, employed in a supervisor position, attended various leadership conferences and workshops, experience working and volunteering with diverse groups of people from the very beginning (2 years old) to the very end (98 years old) of the lifespan</p>	<p>Attend more diversity training workshops, become functional in at least one foreign language</p>
<p><b>Develop Job/Graduate School Knowledge</b></p>	<p><b>Progress</b></p>	<p><b>Future Plans/Goals</b></p>
<p>Develop <b>knowledge</b> about the world of work, specific careers, types of grad programs, and the search process. <u>Examples:</u></p> <ul style="list-style-type: none"> <li>• Attend Graduate School information sessions (sponsored annually by PHD Club or Career Services)</li> <li>• Consult web-based career development information <ul style="list-style-type: none"> <li>▪ Human Development: <a href="http://www.uwgb.edu/human-development/careers/do-major/">http://www.uwgb.edu/human-development/careers/do-major/</a></li> <li>▪ Psychology: <a href="http://www.uwgb.edu/psychology/">http://www.uwgb.edu/psychology/</a></li> <li>▪ Career Services: <a href="http://www.uwgb.edu/careers/">http://www.uwgb.edu/careers/</a></li> <li>▪ Pink Flamingo career and graduate school links: <a href="http://blog.uwgb.edu/pinkflamingo/">http://blog.uwgb.edu/pinkflamingo/</a></li> <li>▪ Alumni profiles: <a href="http://www.uwgb.edu/human-development/careers/alumni/">http://www.uwgb.edu/human-development/careers/alumni/</a></li> <li>▪ List of our alums’ first jobs or grad schools <a href="http://www.uwgb.edu/careers/connections/graduate-follow-up-survey.asp">http://www.uwgb.edu/careers/connections/graduate-follow-up-survey.asp</a></li> <li>▪ <i>Occupational Outlook Handbook</i> and O*Net <a href="http://www.bls.gov/ooh/">http://www.bls.gov/ooh/</a> &amp; <a href="http://www.onetonline.org/">http://www.onetonline.org/</a></li> <li>▪ Graduate school and Careers in Counseling: <a href="http://www.uwgb.edu/vespiak/Careers.htm">http://www.uwgb.edu/vespiak/Careers.htm</a> &amp; <a href="http://www.uwgb.edu/vespiak/Grad_School.htm">http://www.uwgb.edu/vespiak/Grad_School.htm</a></li> </ul> </li> </ul>	<p>Extensive online research on Graduate School programs, communicate with several Graduate School program advisors on their schools’ LPC Graduate programs, Listen to Dr. Martin’s podcast interviews with program alumni and how they thrived with a degree from UWGB, discuss graduation and Graduate School with my (3) academic advisors</p>	<p>Meet with career services, buy MAT and GRE prep books, visit UW Oshkosh and consult with their Graduate Program admissions team</p>
<p><b>Develop Job/Graduate School Search/Application Skills</b></p>		
<p>Develop <b>skills</b> to secure a job or grad school offer and succeed in a professional environment. You need to have skills to research jobs/grad schools, to customize cover letters/ personal statements to each job or school, to network and communicate with professionals, to “study” for interviews with each different employer/grad school and then carry those out effectively, etc. Learn/practice these skills over time! <u>Examples:</u></p>	<p>Written several cover letters/personal statements, read research articles on the dos and don’ts of writing personal statements</p>	<p>Attend Mock Interview Day to practice my interview skills</p>

<ul style="list-style-type: none"> <li>• Attend at least one UWGB Job/Internship Fair each year: <a href="http://www.uwgb.edu/careers/connections/2014-FJIF.asp">http://www.uwgb.edu/careers/connections/2014-FJIF.asp</a></li> <li>• Attend relevant Career Services' workshops or sessions <ul style="list-style-type: none"> <li>▪ Workshops (e.g., resumes, interviews, job search): <a href="http://www.uwgb.edu/careers/skills/workshops-webinars.asp">http://www.uwgb.edu/careers/skills/workshops-webinars.asp</a></li> <li>▪ Individual mock interview: <a href="http://www.uwgb.edu/careers/skills/interviewing.asp#mock">http://www.uwgb.edu/careers/skills/interviewing.asp#mock</a></li> </ul> </li> <li>• Individual meetings with your advisor</li> <li>• Individual career counseling <a href="http://www.uwgb.edu/careers/choices/career-counseling.asp">http://www.uwgb.edu/careers/choices/career-counseling.asp</a></li> </ul>		
<b>End of Semester Activities</b>	<b>Progress</b>	<b>Future Plans/Goals</b>
<ul style="list-style-type: none"> <li>• At the end of each semester take a few minutes to: <ul style="list-style-type: none"> <li>▪ Review your resume and add any new information</li> <li>▪ Update your folder/portfolio with any new materials</li> </ul> </li> </ul>	Updated resume during Winter Break, collected some raw materials for a portfolio	Organize a portfolio

***Feeling overwhelmed and need a place to begin?*** Set 3 reasonable career/grad school readiness goals for this semester.

1. Compile a comprehensive portfolio of writing samples and notable certificates and awards.
2. Schedule a meeting with Career Services to discuss my career goals and find a Graduate School program that will best prepare me for said career goals.
3. Purchase MAT and GRE test prep books to prepare to take these assessments this summer.

Developed by K. Vespia; Revised 9/2/14