

A REPORT OF A COUNSELLING
INTERNSHIP UNDERTAKEN AT
THE REGIONAL COLLEGE,
CORNER BROOK, WITH A
REPORT OF A RESEARCH STUDY
ASSESSING THE EFFECTIVENESS
OF A CAREER AWARENESS
PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

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UNDERTAKEN AT THE REGIONAL COLLEGE, CORNER BROOK,
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THE EFFECTIVENESS OF A CAREER AWARENESS PROGRAM**

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by

Nathan Hartley Cutler

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ABSTRACT

This internship report provides a comprehensive reporting of the professional activities engaged in during a thirteen-week internship period at Memorial University Regional College at Corner Brook, September 1976 to December 1976. As well, the report includes an assessment of these activities as they relate to the professional goals and objectives for the internship as stated in the internship proposal which was submitted to and approved by the Department of Educational Psychology, Memorial University, August 1976.

The results of the research study conducted during this period are also detailed and discussed. The primary finding was that a Career Awareness Programme, as provided by the intern to a group of eleven college students, resulted in significant improvement in attitudes toward the world of work and increased career awareness of the important components of informed career choice. These outcomes for the study were measured by the attitude and competence scales of the Crites Career Maturity Inventory.

Chapter I provides an introduction to the internship, outline of the report, internship setting, rationale, duration, supervision and objectives of the internship. Chapter II gives an evaluation and analysis of the internship regarding the following: orientation involvement in programmes, individual counselling, group counselling, group and individual testing, faculty and staff involvement, community

involvement, taping, supervision and evaluation. Chapter III reports on the research component giving an introduction, the rationale, review of related literature, objectives, a definition of career awareness, development and implementation, instrumentation, analysis of data, results and conclusions and the limitations of the study. Chapter IV concludes the report with a summary, bibliography and appendix.

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CHAPTER I

INTRODUCTION

This report is intended to be a full description of the internship undertaken by the writer in order to fulfill the requirements of the Master's Degree programme offered by the Educational Psychology Department at Memorial University of Newfoundland. This fourteen-week internship was undertaken at Memorial University of Newfoundland Regional College at Corner Brook from August 17 to December 10, 1976. In 1976 the Educational Psychology Department at Memorial University changed its graduate programme regulations to include a professional internship as one of the options for completion of the degree requirements. An internship proposal was developed, submitted and approved in August 1976. Since this proposal presented in substantive detail the various components of the internship, it must form an integral part of this report.

Outline of Final Report

In order to provide a comprehensive analysis of this internship and to permit evaluation of the professional activities engaged in it, it will be necessary to make reference to relevant aspects of the internship proposal. Consequently, Chapter I will include: internship setting, rationale of the internship, objectives, supervision and evaluation.

Chapter II presents a detailed analysis of the various professional activities in which the intern was involved throughout the internship. These will be dealt with under the following areas: orientation, involvement in programmes, individual counselling, group counselling, group and individual testing, faculty and staff involvement, community involvement, taping, supervision and evaluation.

Chapter III of this report will present the research component of the internship. Chapter III will, therefore, be presented in the following way: introduction, rationale, review of related literature, objectives, a definition of career awareness, development and implementation, design of the study, instrumentation, the sample, collection of data, analysis of data, results and conclusion.

Chapter IV will deal only with the summary and conclusion of the internship report and will be followed by a bibliography and appendix.

Internship Setting

This internship was undertaken at Memorial University of Newfoundland Regional College at Corner Brook, Newfoundland, from September to December 1976.

The Regional College, which officially opened in the Fall Semester of 1975, is a branch of Memorial University of Newfoundland; its primary purpose is to offer students first and second year university courses. Students attending

the College come from the West Coast, the South West Coast and as far away as Northern Labrador. Approximately 200 students stay in the residence which is attached to the main college. The total enrollment did not exceed 650 students per year in the first two years of operation. Students who enroll in the first year programme are able to complete their first year of university courses at the College, and in most instances, it is possible to complete the full two years of most of the degree programmes which are offered on the main campus of Memorial University of Newfoundland at St. John's.

One of the many services offered to the students at the Regional College is a comprehensive counselling programme. This programme, administered by the Student Affairs and Services Division, is implemented by four professional counsellors who are readily available on an individual basis or in a group situation to help students with personal and social concerns and vocational choice problems.

In addition to the on-going provision of a wide range of personal counselling, the counselling service also provides the following more structured programmes:

1. Educational and Vocational Guidance
2. Career Information
3. Career Planning Groups
4. Reading and Study Skills
5. Personal Growth and Development Groups
6. Relaxation Training
7. Peer Counselling

Rationale

The rationale of this internship, as indeed with any internship programme, was that it provided an extension of practical experience beyond that acquired during the academic semesters of the Master's programme. In fact, the Department of Educational Psychology when developing their internship regulations (1976), emphasized this point.

The Regional College at Corner Brook provided an excellent opportunity to meet the professional needs of the intern and to fulfill the internship objectives. For example, the intern's practicum placement during the Winter Semester, 1975 was at the College of Fisheries, Navigation, Marine Engineering and Electronics. This was an adequate location in many ways but in order to be exposed to a full range of counselling activities it was necessary to supplement the practicum setting with a minor placement at Brother Rice High School.

The internship setting, unlike most potential internship placements, provided an opportunity for exposure to four professional counsellors, each with his own programme, diverse philosophy and personal style. The potential for such extensive exposure in one placement is probably unparalleled in Newfoundland at this time and, particularly, in view of the fact that the total enrollment at the Regional College at Corner Brook for 1976 was 629.

During the internship, there were opportunities for the intern to participate in full time activity in an

institution of the type in which he hopes to continue his career. This internship placement provided ample opportunity to apply the principles and practices of guidance and counselling, and to further develop personal awareness. As well, there was an opportunity to develop skills and abilities specific to the professional needs of the intern and his career goals. The internship was intended to facilitate the professional development of the intern and to provide for the acquisition and consolidation of a wide repertoire of professional skills.

This setting was the choice of the intern so that he might pursue a future career at a post-secondary level. In addition, the intern intends to make the West Coast of Newfoundland his future home.

One of the guidelines set down by the Department of Educational Psychology (1976) for internship settings is that:

The intern should work with a variety of clients appropriate to his eventual employment under conditions that protect the interest of the counsellee as well as to contribute to the competence of the intern.

The majority of the students enrolled at the Regional College are from small communities around Newfoundland and Labrador. Many of these students come from schools and communities which often lack adequate counselling programmes. Furthermore, since the intern is from a small rural community and has a strong identification with Newfoundland culture and its problems, it was felt this would be a positive factor in his working with Newfoundland rural students. The

Regional College also offered a variety of student development and support programmes. The intern had very little or no exposure in the previous practicum placement to involvement in such programmes. The College offered involvement for the intern in these different programmes and provided an opportunity to develop his various counselling skills, to organize and operate different programmes as well as to gain a keen insight into the value of various services. The research component was, in fact, intended to provide an opportunity to develop, implement and evaluate a specific programme.

Duration

The internship extended over a period of fourteen weeks during the Fall Semester 1976 - from August 17 to December 10, 1976.

Supervision and Evaluation

This was the first internship placement approved by the Department of Educational Psychology for a setting outside the St. John's metropolitan area. It was acknowledged that this would present some unique problems of supervision. In particular, it was anticipated it would place some restraint on the frequency of contact between the campus supervisor and the intern. The proposal recognized this difficulty and specified in the following manner individuals who had agreed to take on supervisory functions and their

specific responsibilities. It was hoped that such specifications would serve to demonstrate the adequacy of the supervision proposed for the internship and, as well, would insure that the proposal was pursued as intended.

The supervision of the intern was the joint responsibility of the campus supervisor, Mr. Glenn Sheppard, and the field supervisor, Mr. David Smallwood. Dr. Terrance Boak worked with the supervisors as the third member of the intern's supervisory committee. All three committee members advised and assisted the intern in the writing of the proposal.

Supervisors:

Campus Supervisor - Mr. Glenn Sheppard, B.Ed.
(MUN), M.Ed., C.A.G.S. (Boston).

Field Supervisor - Mr. David Smallwood, B.Sc.,
B.Ed., M.Ed. (MUN).

Committee Member - Dr. Terrance Boak, B.Sc.,
M.Ed. (Manitoba), Ph.D. (Calgary).

Mr. David Smallwood is the Director of Student Affairs at the Regional College in Corner Brook. He has completed all the requirements of a Ph.D. programme from the London Institute of Education, London, England.

The following counsellors at the College also participated in a supervisory capacity. Their involvement was both general and specific. That is to say, they assisted in the overall internship and, in some instances, they became

involved in response to a particular professional activity:

Mr. Tom Daniels, B.Sc. Ed., M.A. (St. F.X.)

Br. Michael Goodland, B.A. (Iona), M.A.
(St. F.X.), M.Ed. (Toronto).

Mr. Paul Wilson, B.A., B.Ed., M.Ed. (MUN).

The supervision and evaluation of the internship is dealt with in detail in Chapter II of this report.

Objectives of the Internship

The internship proposal specified the following professional objectives:

1. To develop an increased awareness of the concerns specifically encountered by students at a Junior College level and a greater working knowledge of the counselling services provided to assist students in dealing with their concerns.
2. To develop an increased awareness of the theories and techniques of counselling.
3. To develop and improve the intern's ability to provide effective individual counselling in a one-to-one helping relationship.
4. To develop and improve the intern's ability to provide effective group counselling.
5. To initiate a programme at the Regional College to enable the intern to become aware and more knowledgeable with the

planning and implementation of such a programme.

6. To gain experience and develop a knowledge in programmes not previously experienced by the intern.
7. To determine whether the intern possesses the characteristics and professional skills suitable for professional counselling responsibilities in a post-secondary setting.
8. To travel to at least one rural community during the internship to meet the school staff, students and parents.
9. To gain experience in administering and interpreting group and individual tests.
10. To compile a Faculty-Resource Guide.
11. To conduct research into the effective-ness of a "Careers Awareness Programme" which will be developed and implemented by the intern. This will involve developing the ability to collect, analyze and interpret data and report results.

CHAPTER II

ANALYSIS OF INTERNSHIP

Orientation

The first exposure of the intern to the setting at the Regional College in Corner Brook took place during the period when the internship proposal was being written. This particular visit in July 1976, was for the purpose of meeting the counselling staff at the Regional College and to become familiar with the proposed setting.

Following the approval of the internship proposal by the Department of Educational Psychology at Memorial University of Newfoundland in August 1976, the intern took up residence in Corner Brook and visited the College daily in order that he would be familiar with the setting and personnel before the start of the Fall Semester, 1976. The first actual involvement at the College was on August 28-29 when the intern assisted in organizing and participating in a workshop for counsellors, administrators, proctors and prefects. The objective of the workshop was to allow all personnel who would be responsible for the students to become familiar with one another and to facilitate the sharing of ideas and relevant information regarding the students at the Regional College. The following week the registration of students for the Fall Semester took place and the intern participated in this activity. During

the first week of the term the counsellors met to discuss the programmes offered by the College. This enabled the intern to decide, in accordance with his list of internship objectives, which activities he wished to become involved in for his own professional development.

Overall, this orientation at the College greatly facilitated the intern's familiarization with the personnel, the environment and the organization of the College prior to the start of the Fall semester.

Involvement in Programmes

The professional internship is intended to be a set of professional experiences and responsibilities designed to be consistent with the intern's career expectations and as well to contribute to professional growth in areas of need and interest. This principle was adhered to when selecting the types of activities in which to become involved and also determined, to some degree, the extent of involvement.

The College setting provided an excellent opportunity to participate in the various counselling services offered by the Counselling Centre. These counselling services ranged from individual counselling to a diversity of counselling related programmes. The duration of the internship would not permit full involvement in each programme. Therefore, the decision had to be made as to which services provided by the Counselling Centre would offer more to the

intern in respect to professional growth. Each programme was studied separately and informal talks were held with the counsellor responsible in order to gain some insight into how each programme was structured to meet the needs of the students. A time allotment was then made for the intern to participate in each programme. Table 1 below provides specific detail of the extent to which the intern was involved in the various programmes. Following this table is a description of the programmes and the intern's involvement in each.

TABLE I
Involvement in Programmes

Programme	Number of Sessions	Number of Hours
Career Awareness	10	20
Leadership	10	10
Peer Counselling	9	18
Relaxation	6	6
Human Sexuality	4	8
Total	39	62

Career Awareness Programme. The intern, in collaboration with Brother Michael Goodland, a counsellor at the College, implemented a Career Awareness Programme offered

by the Student Services Division as a college credit option to any interested students.

The aim of the programme was to give students further skills in career exploration and decision-making and to help them become aware of strategies for finding out about the world of work. The planning of the programme drew upon the planned activities and material used in a similar programme offered by the college during the previous year. It also borrowed substantially from the curriculum utilized for the same purpose at the Counselling Centre on the main campus of Memorial University.

Formal sessions were required to provide the structure, orientation and continuity of the experience. Participants were encouraged to explore career goals and personal aspirations, to engage in self-exploration which hopefully would lead to further self-understanding. The group climate was intended to encourage a personalized approach to career awareness. Also, with a trusting group climate, students felt more comfortable with projecting and sharing with other group members their desired life styles and personal values. Evaluative and diagnostic devices were suggested to assist in realistic examinations of personal interests and expectations. The structure of the programme required participants to spend one, two-hour period in class per week for approximately ten weeks. In addition, the students were encouraged to spend an equivalent amount of time outside of class searching for occupational

information sources, to developing these sources and to avail of individual counselling so that they might resolve any problems related to the seminar.

The intern co-led the programme with Brother Michael Goodland, who evaluated and aided the intern for the duration of the programme. The implementation of the programme increased awareness on the part of the intern as to the concerns specifically encountered by students in career planning and career decision-making.

The Career Awareness Programme was the centre of the research component of the internship and will be elaborated on in more detail in Chapter III of this report.

Leadership Training. To allow for the intern to initiate a programme and to enable him to become more aware and more knowledgeable of the planning and implementation of a programme, he, in collaboration with Brother Michael Goodland, developed and implemented a programme on leadership. This activity involved reading materials on such topics as, styles of leadership, group effectiveness, defensive communication, decision-making, consultative processes and also involved discussions with Brother Goodland with regard to the structure of the programme in meeting the needs of the individual students. Through the use of group dynamics, role playing, instruction and group inter-

action, the students were provided with the opportunity to examine problems, investigate motivations, partake in the consultative processes, discover styles of leadership, improve their personal communications skills and to learn how the decision-making process evolves.

For one hour per week for ten weeks, the intern was involved in leading or co-leading this programme which was designed for resident prefects.

It is felt by the intern that involvement in this programme allowed him to become more competent in organizing and implementing a programme and to become more understanding of group dynamics, role playing and group interaction, thus contributing to his professional growth.

Peer Counselling I. Peer Counselling I was designed specifically for those students who had a desire to develop their skills as 'helpers'. Through the medium of Video Tape Recording (VTR), the students were given the opportunity to learn and practise basic counselling skills of empathy, attending and listening. The leaders demonstrated the use and misuse of various counselling skills both in person and via VTR. There were discussions of various counselling theories and occasional readings were assigned to the students. An opportunity was provided for the participants to discuss concerns they may have had as 'helpers'. This programme involved one two-hour period per week for ten weeks.

The duration of the Peer Counselling Programme also provided the intern with an opportunity to administer a pre and posttest as one of the outcome measures of the programme. In this case, the Personal Orientation Inventory (POI) was used. The purpose for administering the POI was to enable the leaders to evaluate the progress of the individual students participating in the Peer Counselling Programme.

Involvement in the Peer Counselling Programme enhanced the professional development of the intern, since the intern had not previously experienced involvement in a programme of this nature. It also allowed the intern to develop an increased awareness of the concerns specifically encountered by students at the Regional College, and thereby nurtured the professional growth of the intern in the field of group counselling. This programme was co- led by Mr. Thomas Daniels and Mr. Paul Wilson, both counsellors at the Regional College. Opportunity was provided in Peer Counselling for the intern to become a co-leader and, at times, leader, as well as a contributor to the design and implementation of the programme.

Human Sexuality. The Human Sexuality Programme was designed for students interested in topics pertaining to human sexual responses. In an informal way the topics included sex in and out of marriage, pornography, psycho-sexual development, homosexuality, societal correlates to

sexual behavior, and other topics of interest decided on by the students themselves. This group of ten students was co-led by Mr. David Smallwood and Mr. Thomas Daniels. It was felt that because the intern had sufficient exposure to small groups designed to deal with a particular topic on an informal basis while he was a student in the Department of Educational Psychology, it was sufficient for him to be involved with the Human Sexuality Programme for four sessions only. In the instances when the intern did become involved, it was in the capacity of co-leader and in preparing a video tape recording for presentation by Mr. David Smallwood at the Annual Conference of the School Counsellors' Association of Newfoundland held in Gander, October 1976.

Relaxation Programme. In order to increase the intern's awareness of various techniques that could be applied in individual or group counselling, it was decided to participate in the Relaxation Programme as co-leader. This programme was designed to provide participants with an opportunity to learn and practice methods of deep body relaxation. Emphasis was placed on the physiology of stress and how to deal with this in daily life. Practical applications of deep relaxation to stressful and anxious situations were discussed (i.e., test anxiety, nervousness in social settings, classroom discussions, public speaking and insomnia). The techniques of progressive relaxation and autogenetic relaxation were employed. The intern became

involved in the programme for one hour per week for eight weeks and assisted Mr. Thomas Daniels, a counsellor at the Regional College. In the instances where the intern assumed leadership, tapes of the session were made. These tapes were used to evaluate the intern's ability at leading a relaxation group. The evaluation of the tapes were to determine whether the intern possessed the professional skills suitable in leading a relaxation group.

Individual Counselling

Throughout the internship, the intern provided individual counselling in a one-to-one helping relationship. Table 2 below, therefore, is intended to show the type and number of individual counselling sessions.

TABLE 2
Individual Counselling Session

Type of Session	Number of Sessions
1. Career Counselling	20
2. Personal/Social	19
3. Academic	14
Total	53

A number of the individual counselling sessions were a result of the intern's involvement with students in the various programmes offered by the Counselling Centre. Other students initiated the request for counselling themselves or they were referred by the counsellors or faculty. To develop and improve awareness and ability to provide effective individual counselling, the intern read articles dealing with various aspects of the counselling process such as: empathy, attending, listening and other related counselling skills, discussed client sessions with fellow counsellors and tape-recorded most of the one-to-one sessions. These taped sessions (Table 3) were evaluated by counsellors at the Counselling Centre and were also forwarded to the intern's campus supervisor, Mr. Glenn Sheppard. The counsellors and the supervisors gave valuable feedback to the intern regarding his skills and an evaluation of the techniques used in individual sessions. In this feedback the counsellors and supervisors suggested methods and approaches the intern could develop to add to his style of counselling.

The long-term counselling relationship with a number of clients permitted the observation and evaluation of an on-going counselling relationship and permitted the utilization of a wide range of helping skills. The sessions with the long-term clients were tape-recorded and evaluated by the intern and his supervisors and thus enabled an evaluation of the intern's strengths and weaknesses in his counselling skills. The benefit in taping these sessions was that it

TABLE 3

A Listing of all Tape Recordings made during the Internship

Content	Date
1. Client Counselling Session	September 15, 1976
2. Client Counselling Session	September 16, 1976
3. Client Counselling Session	September 24, 1976
4. Consultation Tape with Fellow Counsellor	September 24, 1976
5. Client Counselling Session	September 28, 1976
6. Letter Taped to Supervisor	October 4, 1976
7. Weekly Logs (Sept. 1 - Oct. 8) Relating to Intern's Weekly Activities	October 8, 1976
8. Client Counselling Session	October 15, 1976
9. Client Counselling Session	October 15, 1976
10. Weekly Log (Oct. 11 - 15), Relating to Intern's Activities	October 15, 1976
11. Client Counselling Session	October 19, 1976
12. Client Counselling Session	October 20, 1976
13. Group Session (Human Sexuality, VTR)	October 20, 1976
14. Typed Transcript of Client Counselling Tape	October 20, 1976
15. Weekly Log (Oct. 18 - 25) Relating to Intern's Activities	October 25, 1976
16. Group Session (Relaxation Programme)	November 9, 1976
17. Client Counselling Session	November 24, 1976
18. Group Session (Relaxation Programme)	November 25, 1976
19. Client Counselling Session	November 26, 1976
20. Weekly Log (Nov. 18-26)	November 26, 1976
21. Client Counselling Session	December 3, 1976
22. Weekly Log (Nov. 28 - Dec. 2) Relating to Intern's Activities	December 3, 1976

provided for an on-going learning process for the intern and enabled him to receive evaluative feedback and to practice and improve his counselling skills.

Group Counselling

To gain experience and to develop a knowledge of the different theories and skills required of an effective group leader, the intern participated in a variety of programmes offered by the Counselling Centre at the Regional College. Each of these programmes, Human Sexuality, Peer Counselling, and Relaxation Training was offered on a weekly basis with one class each per week (Table 1). Involvement in each of the classes necessitated the reading of various articles related to group counselling and discussions with the counsellors at the College regarding the theories and techniques applicable to the different groups. The involvement in the various group counselling sessions contributed to the evolution of a personal theory and philosophy of 'helping' congruent with the intern's understanding of his values and personal style. This evolution of a personal approach to 'helping' was evaluated by both the field supervisor and the campus supervisor.

Group and Individual Testing

In compliance with objective nine in Chapter I of this report, the intern undertook to administer, score and interpret a variety of counselling related tests. Table 4 outlines the 134 tests administered by the intern upon

TABLE 4

Testing

Name of Test	Area Tested	Type	Number
1. Career Maturity Inventory			
a. Attitude Scale	Attitudes and feelings	Group	44
b. Competence	Knowledge about occupations and the decisions involved in choosing a career		
2. Personal Orientation Inventory	Personality	Group	42
3. The Self-Directed Search	Exploration of occupations	Individual	15
4. The Nelson-Denny Reading Test	Reading achievement	Group	28
5. Strong Campbell Interest Inventory	Interest	Individual	5
			134

the request of fellow counsellors and individual students.

Faculty and Staff Involvement

To learn about the concerns of students and faculty members at the Regional College, the intern met and had informal discussions with various members of the faculty, the proctors and prefects, the Principal, Deputy Principal, Extension Service personnel and the Registrar. These discussions enabled the intern to familiarize himself with the operation of the College, student life at the College and student concerns.

The intern undertook to compile a Faculty Resource Guide. The compilation of this Guide enlightened the intern as to the expertise of the faculty and how individual faculty members could assist in dealing with student concerns. The intern formulated the Guide (Table 5) and met faculty members individually to aid in the completion of the form. The Resource Guide, known as The Faculty Resource Guide, contains the names of faculty members who stated a willingness to speak in some depth with students who express an interest in the faculty member's area of expertise. The Guide is not restricted to the academic interest of faculty members, but also to their hobbies, previous occupations, travel pursuits and previous area of residence.

Community Involvement

To provide the intern with the opportunity for meeting students, teachers and parents outside the intern-

TABLE 5

Sample Completion of the Information Form for
The Faculty Resource Guide

NAME	<u>John Smith</u>	EXT. #	<u>123</u>	OFFICE #	<u>456</u>
PLACES OF STUDY (e.g. MUN, OXFORD)	<u>MUN</u> <u>Oxford University</u> <u>University of Toronto</u>				
FIELD OF STUDY (e.g. PSYCHOLOGY)	<u>Psychology</u>				
AREA OF TEACHING (e.g. ENGLISH)	<u>Psychology</u>				
PARTICULAR INTEREST (e.g. HOBBIES)	<u>Stamp Collecting,</u> <u>Gardening, Singing</u>				
	CULTURAL	<u>National Ballet,</u> <u>Poetry Reading</u>			
	RECREATIONAL	<u>Hockey, Cross Country</u> <u>Skiing</u>			
TRAVEL (e.g. EGYPT)	<u>Spain, France, Viet Nam,</u> <u>Korea, China, Mexico,</u> <u>U.S.A., U.S.S.R.</u>				
PROFESSIONAL INVOLVEMENT (e.g. SCAN)	<u>SCAN</u> <u>MUNFA</u>				
COMMUNITY INVOLVEMENT (e.g. ROTARY)	<u>Lions Club, Community</u> <u>Glee Club</u>				
RELEVANT BIOGRAPHY: <u>MARRIED WITH TWO CHILDREN. IMMIGRATED</u> <u>TO CANADA FROM U.K. IN 1960.</u>					

ship setting it was necessary to travel off campus. This involvement provided an opportunity for the intern to provide information to help prospective students make informed decisions regarding post-secondary education and possible admission to the Regional College and to share with parents and teachers information regarding life in general at the College. Several visits to communities outside Corner Brook increased the intern's awareness regarding student, parent, and teacher expectations of the Regional College. Each off-campus involvement related to the College and covered a variety of topics of concern to parents, teachers and students (Table 6). On most occasions the intern was accompanied by an individual or individuals from the College who, in turn, gave feedback regarding the intern's performance. The following is a brief summary of the off-campus involvement by the intern:

a) On three occasions the intern travelled to various outlying schools with Mr. Ferris Hodgett, Deputy Principal of the College, to disseminate information regarding the admission requirements for the College, the different programmes offered and life in general at the College.

b) On one occasion the intern and Brother Michael Goodland were invited to participate in a career's day at St. Stephen's High School at Stephenville. Brother Goodland and the intern, at the request of the school staff, also organized a workshop for teachers at Cabrina High School, Curling. This workshop dealt with the counsellor's role

TABLE 6
Community Involvement

Type	Place	Date	Capacity	Sponsor	Accompanied by
1. Work Shop	Baie Verte	Oct. 21, 1976	Resource Person	Canadian Mental Health Association	Tom Daniels & Glenn Sheppard
2. Conference	Gander	Oct. 28, 29, 30, 1976	Helper and Observer	School Counsellor Association of Newfoundland	David Smallwood
3. Work Shop	Curling	Nov. 2, 1976	Co-Leader and Resource Person	Cabrana Central High School	Brother Goodland
4. Visitation	Stephenville	Nov. 23, 1976	Information Giver (College Related)	MUN Regional College at Corner Brook	Ferris Hodgett
5. Visitation	Stephenville	Nov. 23, 1976	Information Giver (College Related)	MUN Regional College at Corner Brook	Ferris Hodgett
6. Careers Day	Stephenville	Nov. 29, 1976	Co-Leader and Resource Person	St. Stephen's High School	Brother Goodland
7. Visitation	St. George's	Dec. 9, 1976	Information Giver (College Related)	MUN Regional College at Corner Brook	Ferris Hodgett
8. Visitation	Ramea	Dec. 16, 1976	Information Giver (College Related)	MUN Regional College at Corner Brook	Unaccompanied

in a school, counsellor-teacher relationships and vocational guidance.

The intern was invited to attend a workshop at Baie Verte sponsored by the Newfoundland Division of the Canadian Mental Health Association and to serve as a resource person for a small group of parents. A variety of topics including the non-medical use of drugs, sexuality, concerns of teenagers, nutrition and other topics of general concern were discussed.

In October 1976, the intern travelled with Mr. David Smallwood to Gander to attend the Annual Conference of the School Counsellors Association of Newfoundland. The intern helped Mr. Smallwood prepare a Video Tape Recording of the Human Sexuality Programme to be presented at this conference and also assisted Dr. Terry Boak and Mr. Glenn Sheppard in presenting a mini-workshop on skill development for school counsellors.

Taping

The intern made audio recordings of long-term client sessions for the purpose of developing and improving his ability to provide effectual individual counselling (Table 3). These taped sessions enabled the intern and supervisors to evaluate the intern's strengths and weaknesses in his counselling skills. They also provided an opportunity for the intern to practice and improve his skills as a 'helper' and provided him with an on-going learning process. Tapes

were also made of the intern's involvement in some of the programmes, and still others were made on a weekly basis giving in detail the intern's activity for that week. All tapes of the audio-recorded sessions were forwarded to the campus supervisor who, in turn, evaluated the activities, skills, and to some extent, professional development of the intern. The supervisor also provided the intern and his field supervisors with valuable feedback. In addition, the tapes were used to determine whether the intern possessed the characteristics and professional skills necessary for professional counselling in a post-secondary setting.

In the proposal it was stated that at least sixty client sessions would be recorded, but, in the final analysis, it was deemed practical, and indeed necessary, because of the time limit placed on the internship, to record a smaller number of client-counselling sessions. Before taping was undertaken, all clients were informed, and their permission requested, and the purpose and use of the taping explained. The intern and the supervisors were the only persons who had access to these tapes and they were treated in a manner so as to retain client anonymity. The following guidelines, as stated by the Canadian Guidance Counsellor Association in Guidelines for Ethical Behaviour, were adhered to by the intern:

1. A counsellor or practitioner's primary obligation is to respect the integrity and promote the welfare of the client with whom he is working.

2. The counselling relationship and information resulting therefrom must be kept confidential in a manner consistent with the obligations of the counsellor or practitioner as a professional person.
3. Records of the counselling relationship, including interview notes, test data, correspondence, tape recordings, and other documents, are to be considered professional information for use in counselling, research, and reaching of counsellors, but always with full protection of the identity of the client and with precaution so that no harm will come to him.
4. The client should be informed of the conditions under which he may receive counselling assistance at or before the time he enters such a relationship. Particular care should be taken in the event that conditions exist about which the client would not likely be aware.

The intern adhered to these principles throughout the internship. Therefore, no transcript of tapes, students' names, test data, specific concerns of a student, self-disclosures of students or the intern, or any specific matter relating to the students at the Regional College is to be found in this internship report.

Supervision and Evaluation

The responsibility of supervision and evaluation of the intern was the joint responsibility of the campus supervisor, field supervisor and the counsellors at the Regional College. The supervision and evaluation took place as follows:

1. The professional involvement in the different programmes was evaluated by the counsellors responsible for each

programme. For example, Mr. Tom Daniels provided supervision and evaluation of the involvement by the intern in peer counselling. When the intern took on the responsibility for that programme Mr. Daniels provided formalized evaluative feedback that was made available to the intern, Mr. Smallwood and Mr. Sheppard.

2. The College counsellors met Mr. David Smallwood weekly to discuss the progress of the intern. This evaluation focused on specific aspects of the intern's professional development and activities and the supervisors were specific in both identifying the strengths and deficiencies of the intern. This information was shared with the intern either by his attending the meetings or receiving feedback following the meetings.
3. The intern undertook several trips to feeder schools and, in each case, was accompanied by a counsellor or a faculty member. They supervised and evaluated the intern's performance and ability during such an undertaking and provided feedback to Mr. Smallwood, Mr. Sheppard and the intern.
4. The intern and Mr. David Smallwood had a minimum of one meeting per week for two hours at which time the intern's progress or problems were discussed. This provided an on-going evaluation both for the intern and the campus supervisor, Mr. Sheppard.
5. The intern submitted to Mr. Glenn Sheppard a taped weekly log which was evaluated and discussed.
6. The intern organized and implemented a Career Awareness Programme. Brother Michael Goodland undertook to assist the intern in the implementation and the fulfillment of this programme and provided an on-going evaluation to Mr. Smallwood, Mr. Sheppard and the intern.
7. Mr. Smallwood travelled twice to St. John's and once to Gander during the period of the internship and met the campus super-

visor, Mr. Sheppard, to evaluate the intern's progress.

8. Mr. Smallwood travelled to St. John's midway through the internship to meet the supervising committee who evaluated the progress of the intern.
9. Mr. Sheppard travelled twice to Corner Brook and once to Gander to meet the intern for the purposes of supervision, evaluation, and recommendation. Mr. Sheppard also met Mr. Smallwood at this time and discussed the progress of the intern.
10. The intern regularly submitted tapes, which were representative of his activities, to Mr. Glenn Sheppard who, in turn, evaluated them for the intern's techniques, style, and ability in counselling and who supplied feedback via audio tape and telephone.
11. The intern travelled three times to St. John's and once to Gander for meetings with the campus supervisor. The purpose of these meetings was to focus on specific aspects of the intern's professional development and activities, and to identify his strengths and deficiencies.

The actual evaluative process followed during the internship, to some extent, depended on the personal style and professional orientation of the various supervisors.

This diverse approach served to enrich the intern's experience and to further encourage his developing a personal philosophy of 'helping'. In spite of this diversity, however, there were some basic principles to which all the supervisors endeavored to adhere. These were proposed by Mr. Glenn Sheppard, campus supervisor, and were as follows:

"The systematic evaluation of a counsellor intern poses a real challenge to supervisors and, at times, may appear to be a formidable task. Very

few adequate procedures or instruments have yet been developed to comprehensively evaluate the wide range of professional activities which should accompany a rich and growthful internship experience. Furthermore, in assisting the intern to develop and experiment with an effective, personal style of helping, it is essential that skills which, at first, may feel mechanical and appear to be awkwardly performed, become integrated and possessed by the intern as a functional, comfortable, and effective aspect of his counselling behaviour. Evaluation, then, must be sufficiently flexible to permit and encourage the development of a personalized professional style with demonstrative effectiveness.

Despite the need for an individual approach to counselling supervision, there may be some basic principles which should apply:

1. The intern's behaviour should be observed and evaluated in a wide variety of appropriate professional activities, e.g., individual counselling, group counselling, communication of the counsellor's function to various publics and potential client populations and so forth.
2. Evaluation of the intern's interpersonal effectiveness should be primarily based on actual observation of the intern's behaviour in given professional circumstances. Such observations to be accomplished by one-way mirror viewing, audio and visual taping. Minimal emphasis should be given to counsellor self-reporting in the absence of the raw data available through these avenues.
3. Evaluation should be on-going and involve in addition to critical assessment of the counsellor's competencies, suggested action designed to remedy any specific deficiencies.
4. One of the goals of supervision is to move the intern towards developing an independent, continuing commitment to professional self-examination.

5. The evaluative process should intimately involve the intern, and evaluative feedback must be focused, specified and supported by behavioural evidence.
6. The intern must be intimately involved in the essential process of setting both short-term and long-term professional growth goals. These must be specific and sufficiently operationalized to be assessed." (Glenn Sheppard, August 1976)

Additionally, a number of formalized evaluative scales were used to assist in systematizing the evaluation process.

All supervisors, including all counsellors at the College, were asked to complete the Counsellor Evaluation Rating Scale (Myrick and Kelly, 1971) (Appendix A) on at least three occasions proportionally distributed throughout the internship period. As well, using Carkhuff Scales (Carkhuff, 1969) (Appendix A) for the observation and rating of various facilitative conditions, there was an assessment of the intern's interpersonal effectiveness. Ratings were made formally on two occasions proportionally distributed throughout the internship period. There were scales to measure the following:

- 1) accurate empathy
- 2) respect
- 3) concreteness
- 4) genuineness
- 5) immediacy

It was understood by the intern that, in addition to completion of the professional tasks specified in the proposal, there was to be evidence of satisfactory professional

competencies in the performance of the specified activities before the internship was deemed to be successfully completed. It was also understood this assessment was to be the responsibility of the intern's Committee who, in addition to their on-going evaluation and assistance, were responsible for determining, using the various procedures specified, whether or not the level of professional competency achieved by the intern was satisfactory. Furthermore, the committee had the responsibility to recommend further extension of the internship activities should it have been deemed necessary.

CHAPTER III

RESEARCH COMPONENT

Introduction

The research component of the internship was one of the commitments undertaken by the intern to facilitate his developing and demonstrating the ability to design an appropriate research methodology, select adequate measures, collect, analyze and interpret data and report results. The research component was intended to provide an opportunity for the intern to undertake a research problem similar to the type of study which a practicing counsellor might conduct in a similar work situation.

The intern undertook this study to compare the effect of exposing a group of students to a Career Awareness Programme with a group of students who were not exposed to such a programme.

This chapter will present the rationale, review of related literature, objectives of the programme, a definition of career awareness, development and implementation of the programme, the design of the study, instrumentation, sample, collection of data, analysis of data and results and conclusions.

Rationale

In many Newfoundland schools today, there is still a lack of a comprehensive career information service and

career counselling, especially in the more remote areas of the Province. In light of a study by Parsons (1975), who found that there were wide discrepancies between aspirations and expectations of Newfoundland students, it can be stated that many Newfoundland students need assistance with the difficult task of career decision-making. Furthermore, Parsons (1975) found that students on the Great Northern Peninsula and the North East Coast showed the highest discrepancies between aspirations and expectations. Keeping in mind that a majority of the resident students at the Regional College in Corner Brook come from this area, we could assume that these students could benefit from participation in a systematic Career Awareness Programme.

A Career Awareness Programme would not only be of benefit to students from the remote areas of Newfoundland, but also of benefit to students from any area, since career investigation and exploration can be a very logical and effective way to investigate and explore one's self. Woolman (1973) in a survey found that sixty-three percent of the high school students in his study were either not at all satisfied with the way they had planned their careers or were fairly satisfied, but felt they needed some planning.

In far too many cases, students come all the way from elementary school to high school and on to university with no particular career in mind nor do they know where to go with regards to learning about one's self. It would be desirable if all first year university students had the

opportunity to involve themselves in a process leading to increased career awareness which would include not the traditionally narrow concept of occupational selection, but in a programme designed to encourage self-awareness and choice awareness in the world of work. The absence of career objectives based on thorough self-knowledge may, as a consequence, mean a failure to realize potential capacity for achievement. It is important too that university students study a wide variety of professions so that the university course can be chosen to fit in with an overall career plan.

Career selection should not result from a series of crisis-oriented decision-making events. There should be provision in any educational programme to help students discover a wide range of opportunities from which to choose. The Career Awareness Programme will be structured to provide the students with decision-making activities based upon self-knowledge of values, interest and abilities and, therefore, help the students clarify a value system based upon their perceptions and knowledge.

Review of Related Literature

As recently as twenty-five years ago, the concept of career development had received very little attention. Before the 1950's, the prevailing view of vocational behaviour was almost entirely nondevelopmental. Vocational decision-making was characterized as a time-bound, largely static event which occurred at the crossroads of life,

usually upon high school graduation when adolescents took stock of themselves and the world of work and then decided what they were going to do. It was assumed that vocational choice was a more or less isolated experience in the on-going life activities of the individual, having little or no effect upon subsequent success and satisfaction. This cross-sectional, historical concept of vocational choice dominated vocational psychology for several decades (Crites, 1965). It was institutionalized and perpetuated by the construction of a host of trait-and-factor measures (aptitudes, interests, and personality characteristics) designed to facilitate the process of "Matching Men with Jobs" (Crites, 1968).

Ginzberg, Axelrad, and Herma (1951) were among the first to observe that the choice of an occupation is a process, not simply a one-time event, which extends from approximately age ten to age twenty-one and which progress through differentiable periods. Super (1955, 1957) elaborated upon this theory of career development and introduced the concept of career maturity to denote "the place reached on the continuum of vocational development from exploration to decline" (Super, 1955, p. 153).

In more recent years, career programmes are given higher priority in some schools and in many post-secondary institutions. Recent writings by both practicing counsellors and others interested in school improvement have stressed the importance of a viable programme of career planning in schools

and post-secondary institutes if students are to receive an education relevant to their needs and interests. Some of the changes regarding career programmes have come about due to the multiplicity of careers and opportunities in the society of today. Also, counsellors and others interested in the development of man have come to realize that we seldom start off from point X and go to point Y with little or no change of self, attitudes or needs. More than ever we are realizing that attitudes change over time. Attitude change is very significant especially in the freshman years at College and this is demonstrated in several studies. Lehman and Dressel (1962) found at Michigan State University that students' value orientations and their ability in critical thinking changed most during the freshman year and that after the junior year, many students reached a plateau with respect to their value orientations. Some major changes occur primarily within the first few months of college (Rossi, 1964).

Colleges and universities are faced with sizeable numbers of students who are undecided about career direction and collegiate major. Baird (1969) in a study of almost sixty thousand college bound students taking the American College Testing Programme test battery found that approximately twenty-two percent of them were undecided about a vocation. Korn (1968), studying freshman at Stanford University, found that twenty-six percent of the men and thirty-two percent of the women identified "undecided" as

a major or gave no response to a question about their occupational future. Gelso and Sims (1968) found thirty-one percent of their sample of community college freshman applicants to be undecided about a collegiate major. Crites (1965), after reviewing a number of studies on adolescent vocational undecidedness, concluded that approximately thirty percent of the students in their late high school and early college years are undecided in regards to vocation and therefore in regard to appropriate education preparation. Studies conducted internally at the Florida State University (1974) indicated that twenty percent of all entering freshman and community college transfer students were totally undecided about a collegiate major and potential career choice.

What fundamental psychological needs does the student bring to the campus? Maslow (1954) stated that during the years of adolescence from twelve to twenty, the individual is struggling to become emotionally independent of parents, teachers and other authoritarian figures. The adolescent's progress is littered with roadblocks; however, his responses for the most part are positive rather than negative. He is subjected to the longest period of economic and emotional dependence of any group in the world, being required to attend public schools at least until the age of fifteen. The social mores put strong pressure to graduate from high school. Maslow has said, "The non-high school graduate is psychologically incomplete and to a large extent rejected

by society" (1954). The adolescent while at college remains very dependent upon his family, either wholly or in part, and his emotional responses are limited by tradition. His range of choice of behaviours and self-direction are very often narrowly defined by his family and by society in general (Maslow, 1954). According to Blocker (1966) the students' life is complicated by a need to shift emotional relationships from a subordinate-superior context with parents to peer equals with whom emotional relationships are mutual and not dependent. This change which is essentially a healthy shift to an adult heterosexual adjustment occurs in high school and during the early college years and is an imperative aspect of adult maturity. Nevitt (1966) found that a significant number of college students are emotionally immature at the time they come to the campus and many of these students leave in the same way. Manifestations of their immaturity include the widespread lack of educational and occupational objectives.

All educators at national, provincial and local levels must be concerned with where students will spend the rest of their lives. For too many, the increased rate of change in technology, the explosion of knowledge and student demands for relevance between the world of academy and the world of work has caused a state of "future shock" (Edward Kurth).

Some educators want to turn back the clock, even avoid the future (Reich, 1970). To others the shock of the

future will be due to the rate of change. Alvin Toffler (1970) says "future shock" is a disease caused by the rapidly increasing rate of change all about us and its victims are those who are unable to cope with these changes. There will be an increasing number of demands on people, economy and society with its institutions in helping people develop the competencies to cope with changing conditions (Richardson, 1973). In a study by Raines (1965), it was discovered that the current counselling programmes in junior colleges are far from being adequate and concluded that three-quarters of the junior colleges studied had inadequate programmes. One of the most serious deficiencies is the lack of up-to-date and comprehensive career information. The study also found that almost none of the junior colleges were providing such information with any effectiveness and those colleges which have attempted to do more have found it difficult to identify suitable sources of information effective in group guidance or individual counselling sessions. The study suggested that post-secondary career programmes must help the student select, prepare for, advance in, and retire from careers in the ever changing world of work.

Super (1957) has proposed that individuals have the capacity to pursue successfully a variety of careers. Each individual must employ some decision-making process to limit the number of occupations for which he may prepare. The past two decades have been marked by a developmental approach

to vocational choice that emphasizes personality development and treats successive choice points as traditional periods in a continuous process. Roe (1956) and Jordaan (1974) have contributed key concepts, formal models of vocational choice process, and empirical studies derived from these models. Career awareness and choice involve negotiating an integration of one's self-concept, identification, skills, and values with occupational roles. Theories hold that students with differentiated and fully operating identities (self-concepts) will integrate self-concept and vocational role better than students with diffuse or conflict identities (Bordin, 1973).

The growing search for a new individualism and self-betterment suggests that "today, more than ever, human experience is essentially a process of choosing and deciding among possible stimuli and courses of action" (Kroll, 1970, p. 2).

Objectives of the Career Awareness Programme

In a very general way, the goal of the Career Awareness Programme in the internship was to facilitate development of the fully functioning and effective human being. The educational aim was to develop self-awareness. Flexible persons can realize their potentials and acquire the competencies needed to work out relationships between themselves and a complex, changing society.

The Career Awareness Programme was designed and was implemented to meet the following objectives:

1. To lead the student to a realization of the value of education and training.
2. To help the student to be better understanding of how personality traits develop, of individual differences, and why people behave as they do.
3. To help the student become aware of the importance of broad, careful planning for a career in the world of today and of the occupational opportunities.
4. To help the student in discovering, measuring and understanding his own particular capacities, abilities, real interests, personality traits, strengths and weaknesses so as to be better able to make the most of the present opportunities and to plan wisely for the future.
5. To assist the student in developing suitable educational plans - plans which take into account occupational goals and other important goals such as personal and social goals.

Career Awareness: A Definition

The position taken in this report is that career development refers to the total constellation of psychological, sociological, educational, physical, economic and chance factors that combine to shape the career of any given individual. This concept carries the implication that human effort will lead to an improvement of the individual's own condition. Career awareness, therefore, denotes the following:

1. The individual can investigate career alternatives through the use of occupational references.
2. The individual is aware of his or her interest.

3. The individual understands the term "career", the need and importance for career planning in one's life and is able to place career choice in a perspective of life planning.
4. The individual can specify career choice.
5. The individual can write goals to cover various periods of life span (e.g., a ten-year period, five-year period, one-year period, one-month period, etc...).
6. The individual has the sense of direction and purpose.
7. The individual can, by means of personally evaluating and narrowing career alternatives, determine which are more appropriate, which are the more likely to provide satisfaction, and which among them comes close to meeting personal ideals.
8. The individual understands the term "ability" and is able to determine academic, intellectual and interpersonal abilities.
9. The individual understands the term "value", is able to explore personal values and can articulate those values held to be most important.
10. The individual possesses the various attitudes and competencies important in making life decisions about his or her life.
11. The individual possesses knowledge about occupations and the decisions involved in choosing a career.

Development and Implementation

When developing the Career Awareness Programme, the intern considered that the following list of career awareness principles were essential to the programme:

1. Career development is a lifelong process of self-development with work being viewed as a vehicle for self-clarification.
2. Career development includes the opportunity to examine life roles, occupations and life styles.
3. The process of life-span career development and decision-making is emphasized more than the choice itself.
4. Management of one's career, the power of one's future, the ability to maximize control over one's life is a major tenet.
5. The concept of multipotentiality - that each person has the potential for success and satisfaction in a number of occupations - frees individuals from the fear of making wrong choices and increases their available options.

With these principles in mind, the intern developed and implemented a programme which was based on two existing programmes. The major part of the content was taken from a programme already in use at the Counselling Center of Memorial University of Newfoundland at St. John's and this was supplemented, to some extent, by ideas from the programme used at the Regional College during the previous year. The format used in each session describing the intended goals and exercises are seen in detail in Appendix B.

In order to advertise the Career Awareness Programme, the College offered its graphic art facilities for the designing of posters (Appendix C). These posters were displayed during the registration period and also in the classrooms and at strategic locations throughout the College. To supplement this, further notices were issued to students

regarding the programme (Appendix D).

Since group development is a dynamic process, the facilitator must be able to nurture a climate of cohesiveness and trust and also be responsive to the individual needs of the students. It was felt that the number of students participating in the programme should be limited; eleven students only were registered for the course during the Fall Semester. The remaining eleven students who expressed interest in the programme were advised that they might participate in a course during the Spring Semester 1977. However, these students were asked if they would take part in the study which the intern was to undertake. That is, they were to complete the Career Maturity Inventory, the instrument used to measure the effectiveness of the programme, during the Fall Semester.

The programme started on the 29th of September and ran for ten consecutive weeks with one two-hour class per week. The Career Maturity Inventory was administered to both the experimental and control groups separately during the first week and again in the last week of the programme.

Instrumentation

As was mentioned previously, the instrument used to measure the effect of the Career Awareness Programme was the Career Maturity Inventory. The following is a description of the Career Maturity Inventory and its reliability and validity.

The Career Maturity Inventory (CMI), was constructed and developed by John O. Crites (1973). The author states, "it can be profitably employed in varied settings - schools and colleges, business and industry, community agencies, hospitals and other institutions and organizations" (Crites, 1973; p. 3). The CMI was conceived and constructed by Crites to measure the maturity of attitudes and competencies that are critical in realistic career decision-making. The CMI provides two types of measures: the Attitude Scale and the Competence Test.

The Attitude Scale elicits the feelings, the subjective reactions, the dispositions that the individual has toward making a career choice and entering the world of work. Is work seen as a meaningful focus of life or is it viewed as drudgery? How involved and independent is the individual in the choice process? What considerations are made in selecting a career? These and other conative aspects of decision-making are stated in the items of the Attitude Scale as they have actually been verbalized by young people. More specifically, five attitudinal clusters are surveyed:

- involvement in the career choice process;
- orientation toward work;
- independence in decision-making;
- preference for career choice factors;
- conceptions of the career choice process.

In contrast, the Competence Test measures the more cognitive variables involved in choosing an occupation. These include how well the individual can appraise his job-related capabilities (strengths and weaknesses); how adept he is in matching personal characteristics with occupational requirements; how foresightful he is in planning for a career;

and how effectively he can cope with problems which arise in the course of career development. In all, then, there are five parts of the Competence Test.

- self-appraisal;
- occupational information;
- goal selection;
- planning;
- problem-solving (Crites, 1973, p. 34)

Taken together, the Attitude Scale and the Competence Test provide both an extensive and intensive inventory of the critical behaviours in career decision-making and development.

Reliability. The Theory and Research Handbook accompanying the Career Maturity Inventory report a variety of reliability and validity studies. Grades 6 through 12 were used to calculate internal consistency for the Attitude Scale utilizing the Kuder-Richardson Formula 20 and found an average reliability coefficient of .74. Crites argues that these coefficients are comparable to those of similar attitude measures (Super & Crites, 1962). Similarly, most of the coefficients are acceptably high across grades for the Competence Test with an average reliability coefficient of .84. As far as the stability of the Attitude Scale is concerned Crites states that

...an extremely high stability coefficient for the Attitude Scale over long periods would, be contrary to the theoretical proposition that vocational behaviour matures with time. Rather,

the test-retest reliability of such a scale should be low enough to allow for maturational variance but high enough to establish systematic measurement of the variable being quantified. The stability of the Attitude Scale appears to be in this range, the r being .71 for 1,648 subjects in Grades 6 through 12 tested and retested over a one-year interval (Crites, 1973, p. 14).

Validity. The Theory and Research Handbook reports validity findings on the following: content validity, criterion-related validity and construct.

Content validity comes from two sources, one logical and the other empirical. The items for the Attitude Scale were deduced from the central concepts in career development theory. This resulted in an initial pool of 1,000 items from which 100 were selected using procedures for initial standardization. Empirically, the following procedures were followed:

Hall (1962) asked ten expert judges (five male and five female counselling psychologists) to indicate which they considered to be the more mature response to each attitude item. The criterion of interjudge agreement used was agreement between eight out of ten judges, or 80 percent. To determine agreement between two keys, he simply calculated the number of times the empirical and rational endorsements were the same. Of the fifty items in the Attitude Scale, the judges agreed with the standardization sample thirty-seven times, including all of the seven items which were scored in the True position. In other words, the percentage of agreement was 74 percent. As defined by this methodology and as developed substantively, the Attitude Scale would appear to have acceptable content validity.

(Crites, 1973, p. 15)

The Attitude Scale has been correlated with a number of criterion measures, although it is difficult to find equivalent criterion measures.

Bathory (1967) correlated it with the Occupational Aspiration Scale (Miller & Haller, 1964), which is measure of realism of aspiration. In groups of ninth ($N = 79$) and twelfth ($N = 58$) graders, he obtained r 's of .39 ($p < .01$) and .31 n 's, respectively. In an investigation of the interrelationships of the Attitude Scale and consistency, decision, and realism in career choice, Hollender (1964) found significant covariation of career attitude maturity with all of these 'criterion' variables in a sample of 1,648 males and females in Grades 6 through 12, stratified by qualities on scholastic aptitude. Multiple t tests between high and low groups within each grade established that students making more realistic career choices generally scored higher on the Attitude Scale, irrespective of aptitude level. (Crites, 1973, p. 16)

Some preliminary data have also been collected on the Attitude Scale in relation to the other measures of career maturity. For example, Cooter (1966) found an r of .38 ($p < .01$) between career attitude maturity and Gribbons and Lohnes' Readiness for Vocational Planning (RVP) scales. However, Wilstach (1967) reported non-significant r 's between the Attitude Scale and Super's Indices of Vocational Maturity (IVM). (Crites, 1973, p. 16)

Crites provides a lengthy discussion of construct validity. It appears that the accumulated research on the Attitude Scale supports its construct validity and appears to be related to variables to which it should, theoretically, be related.

Design of the Study

This study used a Pretest-Posttest, Experimental/Control Group design (Campbell & Stanley, 1963).

Design:

Group I	(Experimental Group)	Y_1	$\frac{X}{Y_2}$
Group II	(Control Group)	Y_3	$-X \quad Y_4$
" [R]			

Key for Symbols:

Y - Career Maturity Inventory (CMI)

X - Career Awareness Programme (the independent variable (CAP)

-X - non exposure to CAP

Both Group I and Group II were exposed to a pretest (Y_1) and (Y_3). Group I and Group II were exposed to a posttest (Y_2) and (Y_4). Group I was exposed to X while Group II was not exposed to X, (-X). As shown in the design the students were randomly [R] assigned to two groups. This design is the

basic experimental group-control group in which subjects are assigned to the experimental and control group at random. As such they have the strengths of the basic design, the most important of which is randomization feature and the consequent ability to assume the pre-experimental approximate equality of the experimental groups in all possible independent variables. History and maturation are controlled because very little time elapses between the manipulation of X and the observation of Y. (Kerlinger, 1964, p. 356)

Analysis of Data

The Career Maturity Inventory, consisting of an Attitude Scale and Competence Test, the latter comprised of five subtests, were administered during this study.

Using the SPSS Computer Programme, data was then initially analyzed for descriptive statistics. These descriptive statistics are shown in Table 7.

Analysis of covariance was used to analyze differences between the control group and experimental group on the dependent variables, Attitude Scale and the five subtests of the Competence Test of the Career Maturity Inventory. This provided for control of any initial differences between the control and experimental group on the dependent variables by treating pretest scores as covariates. The results of this analysis for the attitude measure are shown in Table 8.

In the analysis of covariance of Attitude Scale scores using pretest scores as covariates (Table 8) there is a significant difference at less than the .01 level. The significant difference is at the .002 level and indicates that there is a difference between the Attitude scores of the control and experimental groups in a positive direction. The Attitude Scale asks about one's attitudes and feelings toward making a career choice and entering the world of work. This finding suggests that a Career Awareness Programme can have a positive effect on students' attitudes and their perceptions of the world of work. In fact, this was the major assumption of the study.

The research on the Competence Test has not progressed nearly as far as that on the Attitude Scale. Crites (1971) recommends that until this research is completed,

TABLE 7

Means and Standard Deviations of Raw Scores on Attitude Scale and Five Subtests of the Competence Scale for Control and Experimental Groups

Variable	CONTROL N = 11				EXPERIMENTAL N = 11			
	Pre		Post		Pre		Post	
	X	SD	X	SD	X	SD	X	SD
<u>Attitude Scale</u>	39.18	2.52	39.09	3.11	39.72	7.37	42.54	5.20
<u>Competence Scale</u>								
1. Self-appraisal	13.00	3.43	14.72	2.79	15.00	1.94	13.90	2.50
2. Occupational information	14.90	4.39	17.81	1.40	17.45	2.65	18.00	1.61
3. Goal selection	12.54	3.93	14.81	1.88	14.63	1.85	14.72	2.10
4. Planning	13.72	4.71	15.00	2.86	14.72	2.57	16.63	2.37
5. Problem-solving	11.81	2.56	12.36	2.83	11.53	2.65	12.36	2.65

TABLE 8

Analysis of Covariance of Attitude Scale Scores Using Pre-test Scores as Covariats

Source of Variation	Mean Square	df	f	Significance of f
Covariates:				
Pretest Attitude Scores	296.406	1	79.07	.001*
Main Effects	51.82	1	13.82	.002*
Explained	181.02	2	48.29	.001
Residual	3.75	19		

*Significance at the .01 level

the Competence Test should be considered as being in an early stage of development and should be used accordingly.

An examination of Table 9 indicates that there was no significant difference between the control and experimental groups on any of the five subtests of the Competence Scale. This would suggest that the Career Awareness Programme had little or no effect on the areas measured by the Competence Scale. However, caution is necessary in interpreting this analysis. The research on this scale has not progressed nearly as far as the research on the Attitude Scale. Crites (1971) recommends that until this research is completed, the Competence Scale should be considered as being in an early stage of development. The tests need further inves-

TABLE 9

Analysis of Covariance of Five Subtest Scores of the Competence Scale using Pretest Scores as Covariates

Source of Variation	Mean Square	df	f	Significance of f
SELF-APPRAISAL				
Covariates:				
Pretest Scores	39.00	1	7.26	.01
Main Effects	15.94	1	2.97	.098
Explained	21.34	2	3.97	.036
Residual	5.37	19		
OCCUPATIONAL INFORMATION				
Covariates:				
Pretest Scores	8.31	1	4.23	.051
Main Effects	.35	1	.18	.999
Explained	4.25	2	2.16	.141
Residual	1.96	19		
GOAL SELECTION				
Covariates:				
Pretest Scores	9.77	1	2.65	.117
Main Effects	1.56	1	.424	.999
Explained	4.91	2	1.33	.288
Residual	3.68	19		
PLANNING				
Covariates:				
Pretest Scores	51.54	1	3.63	.069
Main Effects	7.95	1	.011	.999
Explained	33.13	2	1.81	.188
Residual	4.58	19		
PROBLEM-SOLVING				
Covariates:				
Pretest Scores	24.28	1	3.63	.069
Main Effects	.073	1	.011	.999
Explained	12.14	2	1.81	.188
Residual	6.67	19		

tigation to establish more convincingly their psychometric characteristics of reliability and validity.

Crites (1971) suggests that post scores on the Competence Scale may even show a decrease immediately following an intervention such as a career awareness programme. He reasons that the students, after such exposure, although having a broader perspective on and awareness of careers, may express less confidence or certainty in their assessments. In other words, they may not have had sufficient time to integrate and crystallize these new learnings. This is one possible explanation for the lack of significance on the Competence Scale between the two groups in this study.

Since Crites (1965) expressed some caution regarding the construct validity of the five subtests and, indeed, acknowledged that the Competence Scale was in an experimental stage it was decided to do a Pearson Product Correlation Matrix for the five subtests. These inter-correlations can be seen in Table 10. The r 's range from .41 to .81 and all correlations are statistically significant. This would suggest that the subtests may, to a large extent, be measuring similar aspects of career maturity. It indicates that the construct validity of the Scale needs further investigation.

TABLE 10

Intercorrelations of Competence Test Subtest Reporting Pearson Correlation Coefficients
and Levels of Significance for Combined Groups

Subtests	Self- Appraisal	Occupational Information	Goal Selection	Planning
Problem- solving	$r = .53$ $\text{sig.} = .005^{**}$	$r = .54$ $\text{sig.} = .005^{**}$	$r = .46$ $\text{sig.} = .016^{*}$	$r = .41$ $\text{sig.} = .030^{*}$
Planning	$r = .74$ $\text{sig.} = .001^{**}$	$r = .80$ $\text{sig.} = .001^{**}$	$r = .77$ $\text{sig.} = .001^{**}$	
Goal Selection	$r = .70$ $\text{sig.} = .001^{**}$	$r = .81$ $\text{sig.} = .001^{**}$		
Occupational Information	$r = .79$ $\text{sig.} = .001^{**}$			

*Significant at the .05 level

**Significant at the .01 level

Results and Conclusions

The study undertaken by the intern was to develop and implement a Career Awareness Programme and to compare the results of students in the programme with a group of students not exposed to the Career Awareness Programme. The comparing of the control and experimental groups on the Attitude Scale, used to measure attitudes and feelings toward making a career choice and entering the world of work, was significant. The significant difference, using pretest scores as covariates, is at the .002 level and indicates that there is a statistically significant difference between the Attitude scores of the control and experimental groups in a positive direction.

The study does not indicate any significant positive change in the control and experimental groups on the Competence Scale. However, this may be due to size of the sample, a total of eleven students per group. Goodson (1969), in a study found that "gains" on the Career Maturity Inventory were greater in groups with approximately fifty members than with smaller groups.

The Attitude Scale was originally conceived not only as a measure of a theoretical construct but also as an assessment device which might be useful to the practicing career counsellor. This study indicates that students exposed to a Career Awareness Programme can enhance their career attitude maturity. A similar finding is also demonstrated in several other studies (Asbury, 1967; Bovee,

1967; Gilliland, 1966; Goodson, 1969). This present study indicates that students gain insight into their attitudes and perceptions of the world of work and that they are helped to clarify significant elements in the process of making mature career decisions.

The results of this study should be cautiously interpreted because of some limitations. Firstly, the total number of subjects is limited, eleven only per group with the Career Awareness Programme offered only once. One potentially significant variable is the influence of the person leading the Career Awareness Programme. All that can be reported with certainty is the Career Awareness Programme as offered under the leadership of this researcher resulted in significant gains for the students in the programme on a measure of attitudes toward and perception of the world of work.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This internship was fulfilled at Memorial University Regional College at Corner Brook during the Fall Semester 1976. The individual objectives specified in the internship proposal and found in Chapter I of this report were accomplished by the intern under adequate campus and field supervision and evaluation.

This report represents only the internship itself which covered a period of four months. However, mention should be made of the time spent for the three months immediately prior to the start of the internship, preparing and writing the internship proposal. Indeed, tentative plans and ideas were discussed and written even before the internship proposal was written.

Writing a comprehensive and complete summary of the internship is all but impossible considering the numerous events and happenings which took place over the four-month period of the internship. It is because of the very nature of this internship that it is impossible to capture on paper everything that took place. For example, it is impossible for the intern to summarize the high motivation and esprit de corps at the Regional College by faculty, staff and students; the degree of acceptance of the intern by all persons at the college which immediately conveys

itself to a newcomer, the cooperation of the field supervisor, Mr. David Smallwood, and Student Services personnel. All the above factors are the reason for the success of the internship.

The internship began with a visit to the College by the intern in late August 1976 to become familiar with the institution and personnel. The College was opened to the intern to participate in any programme, to use any facility, and to become an active member of the College personnel. Involvement in some programmes was extensive while in other programmes involvement was limited due to time. As well as becoming involved to some degree in all the programmes offered by the Counselling Centre, the intern was involved in one-to-one counselling relationships, group counselling, visiting schools, visiting communities, initiating a programme in career awareness for research purposes and became involved in various extra-curricular activities.

Close contact was kept with both the field and campus supervisors, in that the intern met weekly with the field supervisor and communicated with the campus supervisor by way of audio tapes, a method found very effective and useful for evaluation purposes, and there were visits to the College by Mr. Glenn Sheppard, the campus supervisor, and the intern visited the main campus in St. John's accompanied by the field supervisor, Mr. David Smallwood. The taping of counselling sessions allowed for valuable

feedback from the supervisor and enabled on-going evolution of a personal style of counselling.

The research component of the internship enabled the intern to develop and implement a Career Awareness Programme and provided some experience in the development and implementation of a research study.

The internship provided for an increased awareness of the many aspects of student services, more particularly, the counselling component and, as well, contributed beyond measure to the personal and professional growth of the intern. The internship, because of its practical nature, lends itself to education enhancement not previously experienced by the intern and an enlightenment that may only be possible through such practical, professional experience.

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APPENDICES

APPENDIX A**COUNSELLOR EVALUATION FORM**

The following pages contain the evaluation form -
"The Counsellor Evaluation Rating Scale" used by
the supervisors to evaluate the progress of the
intern during the internship.

COUNSELLOR EVALUATION FORM

Name of Counsellor _____

Date _____

Below are listed some statements which are related to evaluation in supervising a counselling experience. Please consider each statement with reference to your knowledge of the counsellor rated.

Mark each statement in the right hand blank according to how strongly you agree or disagree. Please mark every statement. Write in +3, +2, +1, or -1, -2, -3, to represent the following:

+3 I strongly agree	-1 I slightly disagree
+2 I agree	-2 I disagree
+1 I slightly agree	-3 I strongly disagree

1. Demonstrates an interest in client's problem. _____
2. Tends to approach clients in a mechanical, parafactory manner. _____
3. Lacks sensitivity to dynamics of self in supervisory relationship. _____
4. Seeks and considers professional opinion of supervisors and other counsellors when the need arises. _____
5. Tends to talk more than client during counselling. _____
6. Is sensitive to dynamics of self in counselling relationships. _____
7. Cannot accept constructive criticism. _____
8. Is generally relaxed and comfortable in counselling sessions. _____
9. Is aware of both content and feeling in counselling sessions. _____
10. Keeps appointments on time and completes supervisory assignments. _____

11. Can deal with content and feeling during supervision. _____
12. Tends to be rigid in counselling behavior. _____
13. Lectures and moralizes in counselling. _____
14. Can critique counselling tapes and gain insights with minimum help from supervisor. _____
15. Is genuinely relaxed and comfortable in the supervisory session. _____
16. Works well with other professional personnel (e.g., teachers, counsellors, etc.). _____
17. Can be spontaneous in counselling, yet behavior is relevant. _____
18. Lacks self-confidence in establishing counselling relationships. _____
19. Can explain what is involved in counselling and discuss intelligently the objectives. _____
20. Is open to self-examination during supervision. _____
21. Can express thoughts and feelings clearly in counselling. _____
22. Verbal behavior in counselling is appropriately flexible and varied, according to the situation. _____
23. Lacks basic knowledge of fundamental counselling principles and methodology. _____
24. Participates actively and willingly in supervisory sessions. _____
25. Is indifferent to personal development and professional growth. _____
26. Applies a consistent rationale of human behavior to counselling. _____
27. Can be recommended for a counselling position without reservation. _____

APPENDIX B

THE CAREER AWARENESS PROGRAMME

The following pages contain a description of each session of the Career Awareness Programme.

This programme was compiled by Dr. Jack Russel, Counsellor, Memorial University Counselling Centre, St. John's, Newfoundland, and should not be used without his permission.

LIFE LINE

Purpose:

1. To provide a structured getting-acquainted experience for participants.
2. To increase the participants' understanding of how their orientations toward time and experience affect their thinking about themselves and their career futures.

Time:

10-15 minutes.

1. Read to participants:

"We hope to plan a well-examined, realistic, satisfying career future. But before we can anticipate the future, we need to find out what you are like in the present.

Draw a line across your card, with birth representing one end and death at the other (demonstrate). In drawing your line, feel free to put in peaks and valleys. These peaks and valleys can represent anything you want them to -- the amount of happiness you felt, the amount of purpose or direction you felt, and so on -- anything that seems most representative of you and your life experiences.

The line you have drawn corresponds to your own concept of your life line. Now place a check mark on your line to indicate where you are at present."

2. After the participants have completed their lines, have them share their creations with each other. As they share their lines, clarify and summarize what each participant shares. Point out differences and similarities between each individual's patterns, allowing ample time for discussion of these without dragging the conversation out. Allow

CAREER AWARENESS PROGRAMMESession I.

INTRODUCTION

Goals:

1. To initiate group interaction.
2. To stimulate awareness of the need for planning and dispel some of the erroneous notions of careers and career choice.
3. To place career choices in a perspective of life planning.
4. To ascertain the specific needs and expectations of the group.
5. To outline the programme of upcoming sessions and to establish what could realistically be expected from the seminars.

In this, the initial meeting of the group, an effort is made for the students to become acquainted with one another, the kinds of problems experienced by the others, and the kinds of ways they can hope to have their problems dealt with. A couple of different techniques were used to facilitate this initial student involvement -- the LIFE LINE, and MY CAREER DEVELOPMENT, which are described in the following pages. These were intended as activities to "break the ice" and to have the group members begin to define where they are in their lives in relation to planning their careers.

participants to comment on each other's life lines, asking questions, pointing out similarities, drawing conclusions about each other's histories and time orientations. Summarize the different patterns which emerge, the different criteria they use to describe peaks and valleys, and the planned futures represented by the continuation of the line to the right of the present-mark.

3. This exercise can, in addition, enable the leader to assess unobtrusively each participant's special career planning needs, discover special problems which might require individual attention, establish a climate of mutual sharing, and provide an opportunity to incorporate career planning concepts into a person's overall life planning.

MY CAREER DEVELOPMENT

WHERE I AM NOW!

PAST EXPERIENCES

STEP II - Have students record the experiences which they feel have led to their present level of career development.

THE FUTURE

STEP III - Have students project where and how one might possibly go in terms of a career, based on the descriptions and experiences they have listed here.

STEP I - Have students fill in box with some biographical data that situated their present state of career development. Try to fill out this information with some details of interests, assets, characteristics, etc., as they see them.

NAME Have them print their name large enough to be seen so that students can identify who is speaking and to whom one is speaking.

Session II

GOALS AND VALUES

Goals:

1. To initiate an attitude of self-reflection.
2. To explore personal values, goals, ambitions, and to translate these into career-relevant terms.

The primary intention of this session is to arouse the group members to a greater consciousness of their own values and life goals, and the very relevant role they should be playing in one's career choice. Great emphasis is placed on the total life context of the PERSON in his occupation. We all have many images and ideals of what we want out of our lives, and so we must be able to identify and label these if we hope to find a career to satisfy these ideals.

Several techniques were found quite useful in helping the student evaluate his goal and value systems. The first of these is labelled the Inventory of Life and Work Values, which was simply a series of statements of some possible life goals a person might have. The list is not exhaustive, but it does provide the person with an opportunity to survey himself on the importance of a number of issues relevant to the satisfactions that could be achieved from a career. The inventory makes no effort to categorize or systematize the values, but it has been found that students can develop their own meaningful labels which they can use

in evaluating the appropriateness of a given career. This particular Inventory of Life and Work Values grew out of a previous questionnaire which had been a modification of the section "What Does Work Mean To You?" in the Career Work Book (Cosgrave, Guidance Centre, U. of T., 1973, p. 3-4).

Another useful technique employed was the "Guided Fantasy". It simply asked the group members to imagine a typical day five years from now. From it could be drawn insights into what values and goals were important to them.

INVENTORY OF LIFE AND WORK VALUES

Rate how important, the following values are for you in the career you choose. Rate according to one of these three categories:

E = essential that I achieve

D = desirable, but not absolutely necessary

U = undesirable as far as I am concerned

	E	D	U
To accumulate a lot of comforts and luxuries	—	—	—
Money isn't important as long as I have enough to get by	—	—	—
To accumulate goods that will impress people	—	—	—
To obtain a basic income that will permit me to do the things I like in my free time	—	—	—
An opportunity to be active	—	—	—
Pleasure from doing the work	—	—	—
An outlet for my interests and an opportunity to use my abilities	—	—	—
A chance to do new and interesting things	—	—	—
To do exciting rather than routine things	—	—	—
To do something that is physically active	—	—	—
To take part in some big, important undertaking	—	—	—
To be recognized as someone important, as having done something important	—	—	—
To earn respect and status	—	—	—

To reach a better place in the social scheme
of things

To be well known

To do something worthwhile

To do something that will be of great
social benefit

To have the feeling of being needed, of
some worth to other people

To pass something on to future
generations

To be able to have some positive influence
on lives of others, especially those who
are less fortunate than me

To work with children, to do something
to improve their chances for happiness
and success as they grow up

To work in pleasant surroundings

To be able to make lots of new friends
through my work

To work with people I know and feel
comfortable with

To avoid dealing with people who will
irritate me or with whom I don't agree

To do things by myself without being
bothered by others

To work in a place I like, i.e., home
town, a large city, rural community,
in the wilderness, etc.

To have contact with lots of people
in whatever I do

To work with sick people

To satisfy a sense of social justice

To have an opportunity to learn new
things and develop new skills

To have a feeling of mastery and
achievement

To have a chance to be creative, to follow
my own initiative

E D U

To be able to accomplish great deeds

To be the best at whatever I do

To do the best I can at whatever I do

To add something new to the field I am
working in

To be challenged and stimulated by
whatever I do

To perfect a skill or ability I think
I have

3. What is your general overall feeling response to your
fantasy?
Confused? Happy? Sad? Concerned? Indifferent?

4. What general sorts of occupational areas fit the
situation described in your fantasy?

Additional data gained from the experience regarding values,
interests, goals, etc. should be summarized and included on
the students' Summary Sheets for future reference.

GUIDED FANTASY

Typical Work Day in the Future

Purpose: To provide participants the opportunity to permit their fantasies about their projected lifestyle to emerge.

Read to participants: (" . . ." indicates a 10 second pause)

Close your eyes, take a few deep breaths and relax. Remove all feelings of tension from your body, and erase all previous thoughts and worries from your mind . . .

Imagine that you are getting up on a typical work day about five years from now. You're sitting on the side of your bed trying to decide what kind of clothes you are going to wear. Take a moment and look over your wardrobe. What type of clothing do you finally decide to wear? . . .

Imagine yourself getting ready for work . . . Any thoughts while you're getting ready about the day to come? . . . Do you feel excited? Bored? Apprehensive? . . . What gives you these feelings? . . .

It's time for breakfast now. Will you be sharing breakfast with someone, or will you be eating alone? . . .

You've completed your breakfast now, and are headed out the door. Stop for a moment and look around your neighborhood . . . What does it look like? . . . What does your home look like? . . . What thoughts and feelings do you experience as you look around? . . .

Fantasize now that you're heading toward work. How are you getting there? . . . How far is it? . . . What new feelings or thoughts are you experiencing? . . .

You're entering your work situation now . . . Pause for a bit and try to get a mental picture of it. Think about where it is and what it looks like . . . Will you be spending most of your time indoors, or outdoors. . . . How many people will you be working with? . . .

You are going to your specific job now. Who is the first person you encounter? . . . What does he or she look

like? What is he or she wearing? What do you say to him or her?

Try to form an image of the particular tasks you perform on your job Don't think about it as a specific job with a title such as nurse or accountant. Instead, think about what you are actually doing such as working with your hands, adding figures, typing, talking to people, drawing, thinking, etc.

In your job, do you work primarily by yourself or do you work mostly with others? In your work with others, what do you do with them? How old are the other people? What do they look like? How do you feel towards them?

Where will you be going for lunch? Will you be going with someone else? Who? What will you talk about?

How do the afternoon's activities differ from those of the morning? How are you feeling as the day progresses? Tired? Alert? Bored?

Your work day is coming to an end now. Has it been a satisfying day? If so, what made it satisfying? What about the day are you less happy about? Will you be taking some of your work home with you?

How has your work day fit into your total day?

(Pause here to allow participants to finalize their fantasy experience. Then bring them back to the present and begin a discussion about what they experienced.)

As each person shares his fantasy, ask the following questions as probes for thought:

1. What new information did your fantasy send to you concerning yourself?
2. How realistic or attainable were the elements of your fantasized work day?

Session III

INTERESTS

Goal:

To explore interests and their relationship to career choice.

This session is designed to help the group members to focus on their likes and dislikes, and to help them label and define what these likes and dislikes are. Particular emphasis is placed on exploring one's past experiences as a means of discovering interests. But these experiences are also keys to understanding reactions to experiences to which we have not been exposed.

Once again, the "Guided Fantasy" proved to be a useful method of exploring interests. A procedure similar to the one presented earlier could be used to focus on one's areas of interest as they relate to a work or study situation..

Also found to be useful in exploring interests was the Holland Self-Directed Search. It appears to do an excellent job of stimulating reflection and of helping the person define major areas of interest. At this point in the programme the group members were not given the Occupations Finder, so that the SDS was used for the time being only as a way of exploring and defining areas of interest.

Session IV PERSONAL ABILITIES AND SKILLSGoals:

1. To stimulate realistic self-assessment of academic and intellectual abilities.
2. To stimulate realistic self-assessment of personal and social attributes and interpersonal skills.
3. To explore methods of developing, improving, and taking fuller advantage of possible skills and abilities.
4. To translate perceived skills and abilities into career-relevant terms.

Emphasis in this session was placed upon the person's development of positive and realistic assessments of personal capabilities. The task with our university students was usually not one of controlling inflated self-opinion, but one of awakening in people a sense of the multitude of capacities they already possess and those they could attain if they were developed properly.

Close examination of an individual's past functioning often proved to be a startling revelation to him of potential that he had previously been aware of. The "Guided Fantasy" was not only most useful in assisting the person picture his capabilities, but also in looking at the occupational relevance of his pictured ability pattern.

Session V

OCCUPATIONAL INFORMATION

Goals:

1. To outline the major sources of career and educational information.
2. To demonstrate the use of the Career Information Library at the Counselling Centre.
3. To have group members begin the process of generating a list of relevant career alternatives.

Beginning with a discussion of the major sources for obtaining career and educational information and of their relative values (actual work experiences, past, present and future; related work experiences that provide an opportunity to observe others; interviews with employers; daily encounters with work and workers, including family and friends; and written information, i.e., from Career Library) the group members are encouraged to expand their perspective on the range of alternatives open to them and to gain as much detail as they can about the relevant alternatives. Students are strongly encouraged to expand their usually very limited consideration of occupations. It was also considered to be important to place a great deal of emphasis on searching out psychological and sociological types of information on the various careers, as well as the usual "what kind of work", "how much do you earn", "how do you get in" kinds of information.

A great part of the session is devoted to explaining

how and where to obtain valuable information from the Career Library.

The Occupations Finder of the SDS is distributed which can serve as a useful tool in expanding and sorting the list of alternatives one is considering, and in beginning the task of making the occupations considered relevant to personal characteristics. Students are encouraged to use the SDS only as an exploring and expanding kind of interest test, rather than as a "problem solver".

Group members were also provided with a "Check-list for Occupational Information" which is simply a series of important questions that a person should be able to answer if he is to make a reasonable evaluation of the occupation.

CHECKLIST FOR OCCUPATIONAL INFORMATION

1. What are the basic job duties? What subspecialties exist within the job?
2. What is the typical job setting? (i.e. indoors? work alone? work at a desk?)
3. What are the hours required? (i.e. regularity, freedom to set schedule, vacation time, etc.)
4. What are the regional opportunities for this job? Are there any requirements for geographic location?
5. What are the educational requirements? What degrees, if any, are needed? Which colleges and universities offer the necessary training? What additional special training on the job is needed?
6. What sorts of intellectual and personal qualities are required to succeed and be happy in the job?
7. What are the opportunities for advancement? What opportunities exist for horizontal movement within the organization?
8. What is the beginning salary range? What is the potential salary after 5 to 10 years of experience? What fringe benefits are available?
9. What are the demographic characteristics of workers in this job? (i.e. male/female ratio, age ranges of employees, opportunities for minorities, etc.)
10. What is the potential future of this type of work? Will there be a demand for this job 25 years from now?
11. How might this job be affected by economic recession?
12. What health and accident hazards, if any, exist?
13. What employee organizations exist? What services do they offer?
14. What are the positive aspects which attract you to this job? What negative aspects exist?
15. What additional sources of information are available for you regarding this job?
16. What would a typical day in this job look like for you?

17. What sorts of frustrations would the job confront me with?

18. What sorts of satisfactions would the job provide for me?

Session VI MAPPING THE ALTERNATIVES

Goals:

1. To give the student feedback on the scope and relevance of the list of career alternatives.
2. To provide the student with a systematic means of evaluating the various career alternatives as to their appropriateness to them as persons.

This session aims at having the person begin to draw the link between his knowledge of himself (his values, goals, interests, abilities, etc.) and his knowledge of the world of work. He must begin "personalizing" the various career alternatives, projecting himself into them, trying to determine how and why a given career is appropriate or inappropriate to him.

This requires the person to sort occupational alternatives along some general lines of relevance, and then to begin applying in a structured way the conclusions drawn from the discussions, fantasies, and questionnaires. To assist in this process, students were supplied with "Summary Sheets" or "Balance Sheets" on which they can highlight the conclusions of the previous sessions. At this point in the search, deeper investigation into the major alternatives is encouraged, especially by means of first hand contact with the relevant careers or people in them.

Fantasy again is a useful technique at this point, allowing the person to visualize himself in a very specific

role that he has obtained information about. The more the person has to verbalize these things, the better his chances of exposing and detecting any errors or inadequacies of his knowledge of the occupation or of his suitability to it.

Session VII

DECISION-MAKING

Goals:


1. To present a model for decision-making for weighing the relative appropriateness of the various alternatives to which the person has narrowed.
2. To develop a CAREER PLAN, an outline of the possible directions it would be suitable for the person to go noting the overlap and the interrelationship of educational programs and career directions.

Career planning is not "a decision", but a life-long series of decisions. Each single decision should be a choice in favor of the alternative that will most likely lead to personal satisfaction. This is obviously not a simple matter, since a great number of factors must be considered. In any decision one makes regarding one's programme of studies, or career choices, or even place of employment, it is necessary to view the alternatives in the light of values, goals, interests, and abilities. There may be no option that is ideal. There may be several that would be quite suitable. The resolution offering the greatest chance of satisfaction is the one that strikes the best overall compromise.

However, a decision need not be final, and perhaps it should not be final. It should be seen as another step in one's career development. Along this idea of career development, one's relationship to the world of work is not constant - both the self and the world and one's perception of them change. The decisions we make must be able to

foresee the reasonable changes that could take place and to allow for a certain degree of flexibility in one's career movement. The CAREER PLAN is seeing one's relationship to the overall structure of the work world and seeing the possible directions one could move, as well as the directions in which one is committing oneself to move.

The students in the program are encouraged to develop such an overview of their career directions.



Session VIIIRESOLUTIONGoals:

1. To set immediate and long term courses of action for the successful attainment of career plans, courses of action which allow for some mobility to other alternatives.

This final session provides an opportunity for the student to expose the plan he has been able to develop thus far. Also the student is offered an opportunity to set out the steps he will be taking from this point onward in further developing his "career plans" and the steps he will be taking in making his way through the career plan.

APPENDIX C

Posters Advertising the Career Awareness Programme

The following pages contain the posters designed by the Graphics Department to advertise the Career Awareness Programme.

POSTER # 1

TO: ALL STUDENTS
FROM: Student Affairs

CAREER INFORMATION

In an effort to serve you, we have invited a number of people to visit the College and to speak about various careers. Generally, these sessions will be held on Wednesdays from 12:30 to 2:30 p.m. in Room 205. Feel free to visit these people and ask any questions you wish. We have chosen Wednesdays so that you may visit these people at your convenience and leave when you are satisfied.

Additionally, we will have a career display each Wednesday at the same time in the main lounge area on the main floor. There will be a person there to distribute career literature and to find out if you require any special information.

Check the information monitors each Wednesday to learn who will be visiting and which career will be represented. Arrangements are now being made for representatives of the professional faculties of Memorial to visit this campus. We shall keep you informed.

POSTER # 2

CAREER AWARENESS PROGRAMME

The aim of the programme is to stimulate awareness of the need for planning, to dispel some of the erroneous notions concerning career choices and to stimulate the choices within one's life perspective. Formal sessions will be required to provide the structure and framework orientation, to initiate attitudes of self-reflection, to explore personal values, goals and ambitions, to allow projected life styles to emerge, to use evaluation techniques and helpful diagnostic devices, etc. Participants will be expected to spend two 1 hour periods in class per week for approximately 10 weeks. In addition to this the student will be encouraged to spend an equivalent amount of time outside of class searching for occupational information sources, developing these and availing of individual counselling so as to resolve any problems related to the seminar.

CREDIT: 1 - 2 college credits

CONTACT: Brother Goodland -- Room 214

OR Nathan Cutler -- Room 209

REGISTER: FRIDAY, SEPTEMBER 17

OR MONDAY, SEPTEMBER 20

BRING YOUR TIMETABLE!!!

APPENDIX D

NOTICES ISSUED TO STUDENTS

The following pages contain the notices
issued to students re career planning
and the Career Awareness Programme

NOTICE TO STUDENTS # 1

September, 1976

TO: ALL SECOND YEAR STUDENTS
RE: YOUR CAREER PLANS
FROM: STUDENT AFFAIRS DIVISION

As part of a conscious effort to be of service to you, we would like to have more information about your career plans. Attached you will find (1) an information sheet about careers which explains the College services available to you and (2) a short questionnaire that we are asking you to complete and return to the person named on it.

We would appreciate your co-operation and we thank you for your participation.

INFORMATION SHEET

This semester the College Counselling Service will endeavour to be of special assistance to second-year students who have to make decisions about their vocational or career plans. Since many of you have to commit yourselves to definite programmes or alternate forms of training next year, you should be aware of the comprehensive services available at the College and feel free to take advantage of them. Therefore, for your information, we are providing a summary of the aids and offerings which the Counselling Centre has at your disposal.

- 1) Careers/Development Seminars will be arranged for those who are interested in vocational career planning. These will be offered in both seminars.
- 2) Individual Career Counselling Sessions can be obtained at any time during the year by contacting the Counsellors in Rooms 210, 213, 214 and 320.
- 3) Career Inventories can be administered to anyone who desires to take advantage of them.
- 4) Occupational Files have been compiled and incorporated into the Library holdings. Every effort will be made to keep these up-to-date.

- 5) Calendars from various trades schools, institutes of technology, community colleges and universities have been placed in the Library and they afford abundant information about opportunities for training and the requirements necessary for gaining entrance into particular trades, professions and occupations.

CAREER QUESTIONNAIRE

1. Have you decided on a career which you intend to persue?

Yes _____ No _____

2. If yes, which career have you decided upon? _____

3. How definite is your choice?

Very _____ Not at all
1 2 3 4 5

4. If you have not definitely decided, what other careers are you considering?

5. If you have not yet made up your mind, would you like to have

a) more information about possible careers _____

b) more information about your own interests and capabilities _____

c) or both _____

before making a final choice?

Please return to: Nathan Cutler

Room 209

NOTICE # 2

CONFUSED!

UNSURE!

DON'T KNOW WHERE YOU'RE GOING?

UNAWARE!

Hi! I'm Nathan Cutler and I am working at the Counselling Centre this term. I will be setting up an "AWARENESS PROGRAMME" this week and need a number of volunteers. If you are interested come and see me in Room 209 before Friday, September 24. The numbers will be limited so it would be advisable to come and see me as soon as possible.

Some of the topics to be covered in the programme include:

ABILITIES

INTERESTS

VALUES

SELF-CONCEPT



