

REPORT OF A COUNSELLING INTERNSHIP AT BISHOPS
COLLEGE INCLUDING RESEARCH REPORT ON THE
EFFECTIVENESS OF A THREE-SESSION WORKSHOP FOR
PARENTS TO HELP THEM ASSIST THEIR TEENAGERS
WITH THE CAREER DEVELOPMENT PROCESS

CENTRE FOR NEWFOUNDLAND STUDIES

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**Report of a Counselling Internship at Bishops College
Including Research Report on the Effectiveness of a
Three-Session Workshop for Parents to Help Them Assist
Their Teenagers with the Career Development Process**

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**A report submitted to the
School of Graduate Studies
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ABSTRACT

This report provides an overview of an educational psychology internship at Bishops College, Avalon East School Board. The placement component includes a rationale for the choice of internship route, description of internship setting, specific goals and objectives, a description of the internship activities, and the intern's personal reflections on the internship experience. The research component focuses on an evaluation of the effectiveness of a career development program for parents of senior high students, entitled "Parents As Partners in their teen's career development". The hypothesis that parents would become more informed and involved in selected aspects of the career development process of their teenage children by participating in the three participatory workshops was supported by the research findings. Qualitative data provided further support for the hypothesis. Post-assessment evaluations provided support for the overall effectiveness of the program. Recommendations for future research and career development programming are included.

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LIST OF TABLES

| | | |
|------------------|--|-----------|
| Table 1: | Summary of time allocations for specific internship domains | 29 |
| Table 2: | Summary of the intended activities attained by participating in the specific internship domains | 30 |
| Table 3: | Description of the organization of the program assessment instruments, along with the appropriate instrument question/s and research question | 57 |
| Table 4: | Means and significance levels of paired samples t-tests relating to parents' perception of their role in their teenager's career development | 59 |
| Table 5: | Means and significance levels of paired samples t-tests relating to parents' perception of their level of knowledge about selected aspects of career development | 60 |
| Table 6: | Description of parents responses regarding their familiarity with post-secondary options | 63 |
| Table 7: | Means and significance levels of paired samples t-tests relating to parents' perception of their level of involvement in the career development process of their teenage children | 64 |
| Table 8: | Means and significance levels of paired samples t-tests relating to perceptions of parents' regarding their confidence level about their role in the career development process of their teenage children | 65 |
| Table 9: | Means and significance levels of paired samples t-tests relating to perceptions of parents' regarding the importance and effectiveness of communication between child and parent | 67 |
| Table 10: | Pre- and post-program assessment means for the five statements assessed to determine perceptions of parents regarding the importance and effectiveness of communication between parent and child | 68 |
| Table 11: | Frequency distributions of how useful parents perceived the program | 70 |

| | | |
|------------------|--|-----------|
| Table 12: | Frequency distributions of how parents rate feeling respected as learners during the workshops | 71 |
| Table 13: | Frequency distributions of how parents rate the delivery of content | 72 |
| Table 14: | Frequency distributions of how parents rate the content of the "Parents As Partners in their teen's career development" resource book | 73 |
| Table 15: | Frequency distributions of how parents rate the program | 74 |
| Table 16: | Frequency distributions for parent recommendations to other parents regarding participation in the program | 75 |

TABLE OF CONTENTS

| | | |
|------------------------|--|------------|
| Abstract | | i |
| Acknowledgments | | ii |
| List of Tables | | iii |
| Chapter I | The Internship | |
| | Rationale for Internship | 1 |
| | The Internship Setting | 2 |
| | Faculty and Field Supervisors | 4 |
| | Internship Goals and Intended Activities | 5 |
| Chapter II | Description of Internship Domains and Activities | |
| | Individual Counselling | 16 |
| | Group Counselling | 18 |
| | Family Counselling | 19 |
| | Consultations with Community Professionals | 20 |
| | Psychoeducational Assessments | 20 |
| | Computer Technology Skills Enhancement | 21 |
| | Professional Reading | 22 |
| | Journal Reflections | 23 |
| | Research Project | 23 |
| | Inservices, Workshops, and Case Conferences | 24 |
| | Supervision | 25 |
| | Other Activities | 26 |
| | Conclusion | 28 |
| Chapter III | Research Component | |
| | Purpose of the Research Study | 32 |
| | Significance of the Research Study | 32 |
| | Rationale for the Program | 33 |
| | Purpose and Intended Outcome of the Program | 39 |
| | Aims of the Program | 39 |
| | Operational Definitions | 41 |
| | Research Questions | 43 |
| | Review of Relevant Literature | 46 |
| | Methodology | 46 |
| | Limitations for the Proposed Project | 48 |
| | Conclusion and General Reflections | 49 |

Chapter IV Research Methodology and Results

| | |
|--|------------|
| Research Design | 52 |
| Sample | 53 |
| Instrumentation | 53 |
| Overview of Statistical Analysis | 55 |
| Limitations of the Research Study..... | 55 |
| Results and Discussion | 56 |
| Summary | 79 |
| Chapter V Conclusions and Recommendations | 80 |
| References | 86 |
| Appendix A: Review of Literature in Preparation for the Research Project | 91 |
| Appendix B: Description of Books, Articles, and Websites reviewed during the Internship | 100 |
| Appendix C: Description and Outline for Program Sessions | 105 |
| Appendix D: Pre-Program Assessment Instrument | 111 |
| Appendix E: Post-Program Assessment Instrument | 115 |
| Appendix F: Letter of Permission to Conduct Research Avalon East School Board | 120 |
| Appendix G: Letter of Informed Consent..... | 122 |
| Appendix H: Parent's Guide to the Career Development Alphabet .. | 125 |
| Appendix I: Ten Truths of Parent Involvement | 128 |
| Appendix J: The Upstream Philosophy | 130 |

CHAPTER 1 - THE INTERNSHIP

Rationale for Internship

The Masters Degree in Educational Psychology at Memorial University of Newfoundland offers graduate students the option of completing a thesis, paper folio, project, or internship for completion of degree requirements. The internship option consists of supervised activities that award the intern an opportunity to exercise and practice professional responsibilities which are associated with the professional role for which he or she is preparing.

According to Graduate Studies, Faculty of Education, Memorial University (1999):

The purpose of the internship is to provide a graduate student with a breadth and depth of experience in a practical setting on a full-time basis for a minimum period of ten weeks, and to provide opportunities for:

1. the development of personal and professional competencies based on the intern's perceived needs, previous experiences and career ambitions;
2. practical experiences that serve to accentuate the theoretical and pedagogical aspects that have been studied throughout the program; and
3. the development of a creative and reflective perspective in light of the stated goals of the experience, the nature of the setting, the specific placement, and field supervisor's exchanges on knowledge of subject matter, as well as counseling/instructional/leadership competencies (p. 1).

The basic premise underlying the internship component is that academic training is best enhanced if it can be applied to practical, supervised situations. The intern felt that the choice of internship would best complement the theoretical and academic preparation provided by the graduate program of studies, and be a natural extension to the two-day practicum component completed prior to this at the same field placement. The opportunity for a full-time guidance internship at a high school setting is considered the ideal option for maximum learning and exposure to counseling situations. As the intern intends to work in the youth counseling field, preferably at the high school level, this setting provided the opportune environment to further develop fundamental counseling competencies that will undoubtedly be drawn upon throughout the intern's career in educational psychology.

In addition to the wide range of professional activities that interns actively engage in, interns are required to conduct a research study appropriate to the field placement.

The Internship Setting

Bishops College is an urban high school located in the heart of St. John's. It offers late French immersion and English stream programs to a population of approximately 700 students in Levels I-III. In September 1999, Bishops College celebrated its 40th anniversary in education in our province.

Bishops College consistently places in the top five high schools in the province in overall academic scholarships awarded to its students. It is a

student-centered school with a big commitment to school effectiveness and the integration of technology into the learning process. It has a progressive award winning teaching staff who actively pursue partnerships with the business community.

In May 1999 Bishops College was awarded membership to the National Network of Innovative Schools. Bishops boasts an active student body, with prominent leaderships in athletics, public speaking, debating, music, art and drama. One of the projects Bishops College is immersed into during this school year is the development and submission of a comprehensive School Growth Plan, 2000-2005. Embedded throughout this document are principles and statements that reflect a high commitment to school counseling, particularly personal, emotional, and career development. Other significant and exciting projects that Bishops College is involved in which are strongly connected to components of comprehensive guidance programming are reflected in the internship objectives outlined in this report.

Bishops College is an innovative school with an exceptional student population and dynamic teaching staff, administration and guidance counsellor. The guidance practicum placement for two days per week was extremely positive and rewarding. The intern felt that to continue and build upon the professional counselling experiences available at Bishops College would be professionally and personally advantageous.

Faculty and Field Supervision

The responsibility for the supervision of the intern was shared by a Faculty of Education supervisor, Dr. Mildred Cahill, and a field supervisor, Ms. Carolyn Tilley, the guidance counsellor at Bishops College.

As the field supervisor, Dr. Cahill:

- assisted and guided the intern throughout the development and completion of the internship proposal and final internship report;
- frequently conferred with the intern regarding the attainment of stated learning objectives, issues and counselling projects;
- responded to numerous questions throughout the placement; consulted with the field supervisor regarding progress; and
- arranged a final meeting with the field supervisor to bring closure to the internship experience.

The responsibilities of the field supervisor were substantial. Ms. Carolyn Tilley:

- assisted the intern in the refinement of the internship proposal and research project;
- supervised the intern's counselling activities and provided appropriate feedback;
- facilitated participation in and awareness of professional development opportunities to maximize the learning experience;

- presented counselling case studies and scenarios for review and discussion;
- assisted the intern with professional networking and a compilation of relevant community contacts and resources;
- provided formative and summative evaluation;
- facilitated rapport and appropriate working alliances with staff members;
- maintained ongoing communications with the intern's faculty supervisor; and
- provided the faculty supervisor with a final evaluation at the conclusion of the internship.

Internship Goals and Intended Activities

Prior to the commencement of the internship at Bishops College, the intern identified fifteen major goals and accompanying activities to attain these goals as outlined in the following pages. These goals are consistent with the goals and purpose of the internship as stated in the Handbook for Graduate Students of the Faculty of Education (1999). Of course, the ultimate goal for the internship was to refine and develop the skills and competencies necessary to become a competent counsellor through participation in supervised practical experiences. The following identifying goals and intended activities assisted in achieving this goal.

1. **To become more familiar with the role and responsibilities of the guidance counsellor with regards to developmental guidance,**

counseling, academic programming, student discipline, special education, administrative duties and collaboration with teachers.

Intended Activities:

- i) Observe the guidance counselor perform her daily duties.
- ii) Meet with the guidance counselor for 1-2 hours weekly for consultation and discussion.
- iii) Research and read relevant material regarding the multiple roles of the school guidance counselor and management of these roles.
- iv) Consult with and maintain open communications with the school administrators, teachers and supporting staff.
- v) Participate in school special events and staff social gatherings.
- vi) Become familiar with the Department of Education's "Pathways to Graduation" document, particularly the role of the guidance counselor in implementing this document.
- vii) Consult with the special education teachers in an effort to become more knowledgeable about special education programming issues and concerns.

2. To become more aware of the personal, social, emotional and developmental needs of adolescents.

Intended Activities:

- i) Conduct individual and group counseling with students who are self-referred or referred by a staff member.

- ii) Consult with the various mental health and community professionals in related fields.
- iii) Research and read relevant professional literature and materials written for the adolescent population, such as magazines.
- iv) Maintain communication with the Student Council executive.
- v) Read and converse with the guidance counsellor and student leaders regarding the "7 Habits Student Leadership Initiative".
- vi) Initiate the planning of a Social Awareness Day for students and staff.

3. To become more knowledgeable and competent about intervening in crisis situations with students.

Intended Activities:

- i) Participate in Suicide Intervention workshop.
- ii) Participate in Understanding Self-Mutilation workshop.
- iii) Participate in a Crisis Intervention workshop.
- iv) Participate in Conflict Resolution workshop.
- v) Investigate the availability of other relevant workshops and attend where possible.
- vi) Maintain ongoing communications with guidance colleagues.
- vii) Meet for one session each with a professional from Child Protection, Community Mental Health, Royal Newfoundland Constabulary, Public Health Nursing, and Addictions Services.

4. To become more cognizant of my personal strengths and limitations as an effective guidance counselor.

Intended Activities:

- i) Regularly consult with field and faculty supervisors.
- ii) Regularly request formal and informal feedback from the supervisors regarding progress.
- iii) Self-evaluation through daily journal reflections and review with the faculty supervisor.
- iv) On-going personal reflections of the professionalism, competence areas, and student comfort levels.
- v) Obtain, review and implement a formal counselor competency rating scale to determine areas of competence and areas of need.
- vi) Keep apprised of current professional literature.

5. To become proficient in the use of computer programs as they relate to the role of junior and senior high school guidance counselor.

Intended Activities:

- i) Use Winschool to access school information and make student course schedule adjustments.
- ii) Access the links available in the Guidance Homepage of Bishops College website and research pertinent topics.
- iii) Keep abreast of the maintenance of the guidance homepage.

- iv) **Research and compile a list of useful websites, including but not limited to, categories for learning difficulties, personality disorders, career counseling, study skills, abuse, and family counseling.**
- v) **Review the CHOICES program.**
- vi) **Guide at least two students through the CHOICES program and assist them in interpreting the information.**
- vii) **Examine several CD-ROM programs regarding post-secondary scholarships.**
- viii) **Compile a personal address book of networks to assist in the area of guidance.**

6. To become more informed about administering and writing psychoeducational assessment reports.

Intended Activities:

- i) **Research in the literature and through consultation the concerns and issues surrounding the use of standardized assessment tools.**
- ii) **Determine the widely used assessment instruments according to need and review these instruments in preparation for administration.**
- iii) **Conduct a minimum of three complete psychoeducational assessments for students referred to the guidance office.**

- iv) Interpret results, write reports and consult with on-site supervisor regarding the results of these assessments.
- v) Communicate interpretations to students, parents, and teachers.
- vi) Where necessary, refer students to an appropriate agency for further assessment and diagnosis.
- vii) Participate in the session on "Effective Assessments" during the two-day school board Guidance Inservice in April, 2000.

7. To acquire a comprehensive knowledge and familiarity with the three-year high school program as mandated by the provincial Department of Education.

Intended Activities:

- i) Attend to student program inquiry meetings requested with the school counselor by students and examine the selections and rationale.
- ii) Carefully study the high school program and graduation requirements as put forth by the Department of Education.
- iii) Co-facilitate student course selection requests and related questions.
- iv) Participate in all staff meetings dealing with course offerings and programming.
- v) Become informed about the high school entrance requirements for Memorial University, Marine Institute, and the College of the North Atlantic, as well as the larger private training institutions.

- 8. To further develop information and insight into the various counseling theories and techniques, including a review of some of the new theories.**

Intended Activities:

- i) Read relevant reading material, including periodicals, journals, and books.
- ii) Contact the School Counselor's Association of Newfoundland (SCAN) for information regarding newsletters and other relevant materials.
- iii) Discuss theories in practice with colleagues and the field and faculty supervisors.

- 9. To acquire practical experience in individual and group counseling.**

Intended Activities:

- i) Continue to co-facilitate the "Seven Habits Student Leadership Initiative" group of sixty-five Levels I-III students that the intern was involved with during the guidance two-day practicum.
- ii) Organize, promote and deliver a three-four-session "Study Skills" group for students concerned about preparation for final examinations.
- iii) Organize, promote and facilitate a series of topic specific (e.g.: resumes, interview skills, interest inventories, networking, career development) lunch hour and after school sessions to interested individuals or groups of students.

- iv) Confer with my field supervisor for additional group counseling needs that could be met during the proposed internship.
- v) Carry a minimum caseload of five clients in individual counseling, exhibiting a range of adolescent issues and problems.
- vi) Converse with various mental health care providers and appropriate community agencies to facilitate with clients a resolution to presenting concerns.

10. To consult weekly with the field supervisor concerning the progress and to review assigned cases.

Intended Activities:

- i) Participate in informal consultation and discussions on a daily basis.
- ii) Maintain a journal of questions that will undoubtedly arise serendipitously throughout the internship.
- iii) Hold a formal consultation every one-two weeks.
- iv) Provide a minimum of two videotaped counselling sessions, a group and an individual session, to the field supervisor for observation and subsequent dialogue.
- v) Invite the field supervisor to attend for observation purposes two sessions, as above.

11. To maintain regular consultations with the Faculty supervisor.

Intended Activities:

- i) Maintain consistent communication and provide progress updates via email, telephone conversations and meetings.
- ii) Provide the faculty supervisor with notification of scheduled group sessions and other workshops.
- iii) Inform the faculty supervisor of intention to participate in upcoming relevant conferences and meetings.

12. To enhance existing skills regarding the development, provision and maintenance of guidance information services.

Intended Activities:

- i) Consult with current research regarding appropriate and relevant guidance materials.
- ii) Compile a catalogue of community agencies, organizations and mental health care professionals that school guidance personnel frequently consult with.
- iii) Initiate an organized system of collection of pamphlets, posters, buttons, stickers and so forth.
- iv) Gather ideas from the on-site supervisor and other guidance colleagues regarding the organization and maintenance of materials for a comprehensive guidance resource center in the following areas:

- Personal/Social Development, such as eating disorders, relationships, stress, assertiveness, ...
- Academic
- Career
- School
- Classroom guidance (for interested teachers)

13. To become more familiar with successful school career development programs, activities and resources.

Intended Activities:

- i) Obtain feedback from junior and senior high school counselors during telephone conversations, meetings and workshops regarding successful career development interventions.
- ii) Hold consultations with the field and faculty supervisors, both of whom have expertise in the field of career development.
- iii) Regularly read current career development and best practices literature and research.
- iv) Research and read extensively in preparation for the career development research component of the proposed internship.

14. To become involved with a team from Bishops College in a collaborative initiative, entitled the "Career Development Committee", a pilot project by the Avalon East School Board, Capital Coast Development Alliance, Human Resources Development

Canada, and several other community partners, including Bishops College.

Intended Activities:

- i) Become familiar with the purpose and objectives of the Career Development Committee by thoroughly reviewing the documentation.
 - ii) Along with the guidance counselor and the teacher for career/cooperative education, represent Bishops College at scheduled meetings.
 - iii) Actively participate in projects assigned by the Committee to the various pilot partners.
 - iv) Initiate research for an upcoming project to create an in-house database of three specific areas of career development information.
- 15. To research, develop, implement and evaluate a three-session career development workshop for parents of high school students to help parents help their teens with the career development process.**

CHAPTER II - DESCRIPTION OF INTERNSHIP DOMAINS

This chapter will serve to highlight the specific activities carried out within each of the broader domains of counselling by the intern in fulfillment of the stated goals of the placement. The range of professional activities that transpired during the internship has been organized according to specific counselling topics. *Table 1* provides a summary of the time allocations for each of these areas. Further, *Table 2* provides an account of the goals and intended activities outlined at the beginning of internship that were realized during the intern's participation in the activities within each of the significant counselling domains.

Individual Counselling

A considerable amount of the intern's time was devoted to individual counselling sessions with students, addressing a range of personal, academic, and career development issues. Personal concerns included matters of sexuality, peer relationships, absenteeism, anger management, substance abuse, grieving, prior abuse and family concerns. A total of thirty-six hours were spent in individual counselling sessions regarding these issues. Academic discussions reflected students concerns with study skills, test anxiety, learning difficulties, teacher/subject difficulties, course selection advising, and programming, involving approximately forty-one hours. The remaining twenty-one hours were invested in individual counselling in career development. Topics

included career awareness, decision-making, scholarship information and applications, post-secondary investigation, and summer employment.

The majority of the students who received individual counselling services were self-referred, while the remaining students were referred by concerned teachers and/or parents/guardians. The intern maintained a personal caseload of nine students who received on-going counselling services throughout the placement, averaging of one-three visits per week with each student. The remaining counselling sessions were often one-to-three sessions per student, and involved information dissemination, referrals, and discussion/clarification of a variety of adolescent concerns.

The intern observed and participated in a large number of individual counselling sessions with the field supervisor prior to providing counselling services independently. The intern maintained continuous communication and consultation with Ms. Tilley regarding these sessions. Student requests for assistance with high school academic programming and scholarship information were the most challenging and necessitated considerable preparation to ensure the provision of competent counselling by the intern.

The range of individual issues presented required that the intern review theoretical perspectives of counselling and adolescence and research specific topics throughout the internship placement. The intern used many of the strategies of Solution-Focused Brief Counselling. Appendix B provides a summary of the literature reviewed.

Group Counselling

The intern organized and facilitated three meetings of the student leadership team involved in the "Seven Habits of Highly Effective Teens" school-wide initiative. This project was underway prior to the internship placement. The intern was briefed about the project at the beginning of the placement by the field supervisor and two student representatives. Extensive readings and preparation, aided by the intern's familiarity with the resource upon which this project was based, enabled the intern to lead the project for the remainder of the school year. This group counselling initiative involved approximately nineteen hours.

The intern observed a smoking cessation program, entitled "Kick the Nick 2000", offered to eight students by the field supervisor in partnership with Addictions Services. The intern read the resource, occasionally advised on activities, inquired about progress, and met with the project leader from Addictions Services, for a total of three hours of placement time. Much of the reading was completed in the evenings. The intern was offered a placement in the upcoming project training session for school counsellors.

As well, the research component of the internship involved offering and evaluating a career development workshop to parents and teenagers. This group counselling initiative will be elaborated upon in chapter III of this report.

Family Counselling

School counsellors are struggling to redefine their role and function within the larger community. A broader systems perspective has become necessary to assist the complexity of issues presented by children who attend our schools. No longer is the counselling relationship with family confined to the consultation and information components of guidance programming. School counsellors are more frequently looked to by parents, teachers and administrators for help in dealing with difficulties at home and at school. Throughout the internship, the intern recognized that skills in family counselling have become essential, and should be included as a core component of counsellor training programs. The intern identified deficits in this area of personal counselling competencies, which she intends to address through further studies and accessing available professional development activities.

During the internship, the intern had frequent telephone and personal contact with parents covering a range of academic and personal concerns, for a total of twenty-three hours. Parents initiated nearly half of these conversations/meetings. Three students required family counselling interventions. The presenting issues were academic underachievement and possible depression, truancy, and anger management/aggression as a result of parent separation.

Consultations with Community Professionals

The intern compiled a network of community organizations that provide services and information to adolescents and their families. Resource packages were obtained from several of the agencies. This information will prove invaluable for professional enhancement throughout the intern's career; with compilation remaining a "work in progress". It is estimated that this component of the placement involved approximately ten hours.

Psychoeducational Assessments

The intern completed two psychoeducational assessments during the placement. Both students were male. The first student was referred by the field supervisor to clarify placement and programming needs. The intern administered the Wechler Individual Achievement Test (WIAT) and the Wechler Intelligence Scale for Children - Third Edition (WISC-III), assessed the protocols and submitted a full report for consultation with the field supervisor. The results and recommendations were shared with the student, parents, and the appropriate teachers. The second student was referred by his parents. They expressed concern about his learning challenges and academic achievements, particularly in mathematics. The Wechler Individual Achievement Test (WIAT), the Wechler Adult Intelligence Scale (WAIS) and the Test of Mathematical Abilities (TOMA) were administered, protocols assessed and a report written.

These personal assessment experiences, along with numerous consultations and discussions with the field supervisor, who is a registered

educational psychologist proficient in test selection, administration, and interpretation, have increased the intern's confidence and competence in this area of counselling. The intern recognizes that conducting thorough student assessments and report writing are becoming an increasingly important part of the role of the guidance counsellor; therefore, continued study and consultations with other informed school personnel is essential.

Computer Technology Skills Enhancement

Skills acquisition in computer technology and research have become paramount for many professions. Counselling is no exception. The intern was involved in learning activities centered around four types of computer skills: Internet research; academic programming using Winschool; investigation and use of popular software packages for high school guidance programming, such as CHOICES and Scholarship Finder; and website development of guidance resources.

The intern's ability to use the Winschool program to assist students with course selection and changes, verify schedules, locate students and teachers, and to access academic and personal information increased dramatically during the internship. Winschool became a tool that was accessed nearly every day by the intern.

The ability to access and assess the numerous software programs available to high schools is very important. This median of research has become standard in many high schools, particularly for career, academic, scholarships,

and post-secondary information. As the intern intends to work in the junior or senior high school setting, it is imperative to be familiar with this technology. The intern accomplished proficiency in this area, primarily after school hours.

While the intern had some prior familiarity with the Internet and Website development, these skills were further developed during the internship. The intern compiled a listing of useful Internet addresses, which is included in Appendix B, and consulted with the technology teacher for information on developing a guidance homepage.

The intern allotted approximately sixteen hours during the placement for enhancement of competencies in counselling using computer technology. Many additional hours were and will continue to be invested outside of the regular workday in this area.

Professional Reading

The professional world of the school counsellor is dynamic, evolving, and ever-changing. Competence in the field requires the counsellor to keep abreast of theoretical applications, research, issues, programs and a variety of professional readings. As with many professions, time constraints make it necessary to engage in professional development reading and research outside of the regular workday.

Throughout the internship, the intern read extensively in response to concerns brought forth by students, such as learning disabilities, grieving, test anxiety, assault, birth control and other matters of sexuality, substance abuse,

scholarships, career development, post-secondary applications, and emotional and behavioral disorders. The intern familiarized herself with policies and procedures related to issues in school counselling, including assessment and child welfare. Considerable time was spent reading in preparation for the research project. A selected reference list with annotated bibliography may be found in Appendix A. Other resources included specific school counselling curriculum and programs, covering topics such as conflict resolution and peer counselling, and numerous generic materials that provided insight about being an effective counsellor. Appendix B contains a complete list of the articles and books read during the placement, as well as a list of the websites accessed.

Journal Reflections

Journal reflections provide a necessary structure to organize observations, learnings, queries, and insights obtained from the internship experience. These reflections are an invaluable tool for self-evaluation. The journal assists the intern to identify counselling competencies, successes, challenges, and areas for growth. The intern contributed to the journal weekly during the placement.

Research Project

The development, implementation, and evaluation of a research project is a significant part of the counselling internship. The intern drew upon her interest in career development to offer a three-session program to parents of senior high students to assist them as they help their teenagers work through the career

planning process. An evaluation of this program was conducted. A detailed description of the program, evaluation, and recommendations are provided in chapters three, four and five of this report.

Inservices, Workshops, and Case Conferences

During the internship, the intern benefited from several organized opportunities for growth in the field of counselling, including participating in the following:

- Career Development Committee, 3 after-school meetings
- Guidance Cluster, 2 after-school meetings
- District Guidance Inservice, 2 full days
- High School Counsellors, after-school meeting
- REALTime Cancer, morning presentation and meeting
- Bishops College Professional Development Day
- Presentation to grade nine students regarding the Senior High Program, total of six presentations
- Presentation to grade nine teachers regarding the Senior High Program

The intern participated in bi-weekly after-school staff meetings at her placement. This was important for two reasons: to be informed about pertinent school issues; and to maintain communications and ensure cohesiveness with the school staff.

As well, the intern participated in a number of case conferences regarding the individual learning needs and placement of students with documented learning disabilities. These conferences were typically attended by a member of the school administration, parent/s, field supervisor, and special education teacher/s. An educational psychologist and representative from the Alexander Street School also each participated in one of the case conferences. In one case, the student participated in the discussion. These case conferences helped the intern become more cognizant of the value of the multidisciplinary approach in addressing the range of students' needs. The intern's knowledge and application of the Pathways document also dramatically increased as a result of these collaborations.

Supervision

The intern benefited from ongoing supervision and consultations with both the field and faculty supervisors. Prior to beginning the internship component of the graduate program, the intern completed a practicum placement at Bishops College. This allowed for a smooth transition into a full-time placement. The field supervisor provided input into the development of the internship proposal and the identified goals and activities to be realized during the placement. The intern met with the faculty supervisor during the first week of the placement to discuss time-lines, expectations and responsibilities. The intern and her field supervisor held weekly, often daily, consultations and discussions throughout the placement to discuss specific students, issues and progress of the intern towards

the attainment of stated objectives. On several occasions, expectations had to be redefined due to time constraints. The intern met with the faculty supervisor on three occasions throughout the internship, and maintained frequent telephone and email communication. Both supervisors consulted throughout the placement, and a meeting of the intern with her supervisors was held at the beginning and again at the end of the placement.

The supervisory process of the internship program is vital to the success of the learning experience for the intern. While the benefits for the intern are obvious, the process also enriches the career appreciation and development for both supervisors. The faculty supervisor is awarded an opportunity to become directly connected with the field of school counselling; and the field supervisor appreciates the opportunity to become a mentor and have direct impact upon the quality of training received by soon-to-be colleagues, as well as benefiting from the intern's current academic discoveries. The intern unequivocally believes that she gained the most from a quality supervised learning opportunity.

Other Activities

The intern also participated in a number of activities that frequently fall within the domain of the school counsellor's role.

- ✓ Supervised alternate testing settings.
- ✓ In partnership with Statistics Canada, administered and supervised the OECD Programme for International Student Assessment (PISA) and The

Canadian Longitudinal Youth In Transition Survey (YITS) with a random sample of Level I students.

- ✓ Attended evening teacher/parent interviews following release of term marks.**
- ✓ Attended evening school presentation to parents of grade nine students.**
- ✓ Assisted with the scheduling and organization of MUN Spring Interviews for 130 potential post-secondary students.**
- ✓ Met with a representative of the Federal Public Service Commission regarding the Federal Student Work Experience Program for students. The intern wrote a letter of explanation and disseminated the information to students.**
- ✓ Facilitated a lunch-hour presentation and display by a representative of the College of the North Atlantic.**
- ✓ Developed an in-house scholarship application form.**
- ✓ Developed a schedule of speakers with contact information for the organization of a Social Awareness Day for students and staff for October, 2000.**
- ✓ Organized and assisted the Public Health Nurse in offering a Breast Self-Examination Information Session to all female students.**
- ✓ Assisted the Canadian Reserves set up a lunch hour display and information booth for students.**

Conclusion

The eleven-week internship at Bishops College was an invaluable, rewarding learning experience for this graduate intern. While the fifteen goals intended for the placement were perhaps optimistic, success was realized for each of them, with some more extensively than others. The intern was provided with vast opportunities to develop necessary competencies as a counselling professional through observation and participation in activities, readings, discussions and multidisciplinary consultations. Consistently throughout the internship, the counsellor intern was challenged and rewarded.

The intern is confident that the supervised practical learning experiences awarded during the internship have enhanced her abilities to be an effective school counsellor.

Table I**Summary of Time Allocations for Specific Internship Domains**

| COUNSELLING DOMAIN | NUMBER OF HOURS |
|---|------------------------|
| Individual Counselling | 98 |
| Group Counselling | 22 |
| Family Counselling | 23 |
| Consultations with Community Professionals | 10 |
| Psychoeducational Assessments | 25 |
| Computer Technology Skills Enhancement | 16 |
| Professional Reading | 27 |
| Journal Reflections | 30 |
| Research Project | 47 |
| Inservices, Workshops, and Case Conferences | 35 |
| Supervision | 31 |
| Other Activities | 34 |
| TOTAL | 398 |

Table 2

Summary of the intended activities attained by participating in the specific internship domains

| | Internship Goal | Intended Activities Attained |
|-----|--|--|
| 1. | To become more familiar with the role and responsibilities of the guidance counsellor with regards to developmental guidance, counselling, academic programming, student discipline, special education, administrative duties and collaboration with teachers. | i, ii, iii, iv, v, vi, vii |
| 2. | To become more aware of the personal, social, emotional and developmental needs of adolescents. | i, ii, iv, v, vi |
| 3. | To become more knowledgeable and competent about intervening in crisis situations with students. | v, vi, vii (i & ii completed prior to internship) |
| 4. | To become more cognizant of my personal strengths and limitations as an effective guidance counsellor. | i, ii, iii, iv, vi |
| 5. | To become proficient in the use of computer programs as they relate to the role of junior and senior high school guidance counsellor. | i, ii, iv, v, vi, vii |
| 6. | To become more informed about administering and writing psychoeducational assessment reports. | i, ii, iv, vii (iii & v partial) |
| 7. | To acquire a comprehensive knowledge and familiarity with the three-year high school program as mandated by the provincial Department of Education. | i, ii, iii, iv |
| 8. | To further develop information and insight into the various counselling theories and techniques, including a review of some of the new theories. | i, ii, iii |
| 9. | To acquire practical experience in individual and group counselling. | i, iii, iv, v, vi |
| 10. | To consult weekly with the field supervisor concerning the progress and to review assigned cases. | i, ii, iii, v |
| 11. | To maintain regular consultations with the faculty supervisor. | i, ii, iii |
| 12. | To enhance existing skills regarding the development, provision and maintenance of guidance information services. | i, ii, iii, iv |
| 13. | To become more familiar with successful school career development programs, activities, and resources. | i, ii, iii, iv |

(table continues)

| | | |
|-----|---|-----------------|
| 14. | To become involved with a team from Bishops College in a collaborative initiative, entitled the "Career Development Committee", a pilot project by the Avalon East School Board, Capital Coast Development Alliance, Human Resources Development Canada, and several other community partners, including Bishops College. | i, ii |
| 15. | To research, develop, implement and evaluate a three-session career development workshop for parents of high school students to help parents help their teens with the career development process. | <i>attained</i> |

CHAPTER III - RESEARCH COMPONENT

Purpose of the Research Study

As part of the internship in Educational Psychology at Memorial University, graduate students are required to complete a research study appropriate to the particular internship setting. The selection of a research project is shaped by the skills and learning needs of the intern, and the potential contribution of the research to the counselling field. This research study is an evaluation of the effectiveness of a program available to junior and senior high school counsellors within the Avalon East School Board. The program is entitled "*Parents As Partners in their teen's career development*". Specifically, the research will determine if a sample of parents of Levels I and II students will become more involved and informed in selected aspects of the career development process of their teenage children by taking part in a series of three participatory workshops.

Significance of the Research Study

While this research project undoubtedly has significance for agencies who provide funding for the program, for school district personnel who approve it for their schools, and for facilitators who promote it amongst their parents and students as worthwhile, perhaps the most important implications of this evaluative project are to the parents and teenagers who stand to benefit from this career development initiative. The pre-and post-program assessment instruments administered to the participants will provide insight into the strengths,

limitations, successes and needs. The study will formally validate prior anecdotal endorsements of the project, thus helping to ensure continued availability to school counsellors.

Rationale for the Program

The program, entitled "Parents As Partners in their teen's career development", is a series of three workshops designed: to assist parents learn more about communication with teenagers about the process of career development, career planning myths, and the labour market; to provide parents with the opportunity to network with other parents about helping their child make informed career decisions; and to gain helpful strategies as parents help their teenager engage in career development.

The project is founded on five key premises:

1. Parents are major influencers in the career development process of their children.
2. Teenagers themselves look to parents for guidance as they engage in career planning.
3. Parents often feel ill prepared and uncertain about their role in this process.
4. Parents want to know about the realities of the labour market and how they can effectively help their teenage children with the career decisions they are making to ensure that they are well prepared for the new economy.

5. There are limited resources, information and opportunities available to parents to assist them become more informed and involved in their teens' career planning.

The role of parents as fundamental determiners of students' career development is extensively supported in literature (i.e. Otto, 1989; Young, 1994; Lankard, 1995; Herr & Cramer, 1996; Montross, Kane & Ginn, 1997; Amundson & Penner, 1998; and Csikszentmihalyi & Schneider, 2000). Amundson & Penner (1998) discuss findings of an extensive research project conducted by Young & Friesen, 1992 (p. 135-136). These researchers interviewed 207 parents and concluded that parents are "active agents" in their child's career development, helping teenagers develop work values, self-awareness, personal responsibility, decision-making skills, and locate valuable work experience opportunities. There is substantial research that suggests that parents affect children's self-esteem, self-competence and values (Dusek in Young, 1994), as well as their career achievements and aspirations (Herr and Cramer, 1996). Research indicates that in addition to the influence of educational institutions on the career development of our youth, the family plays an important role in the transmission of values such as independence, ambition, career orientation, and actual occupational choice (Lankard, 1995).

Young (1994) provided an excellent summary of the role of parents and of the educational setting in facilitating this role.

It is contingent on counselors and others to help parents provide the kind of family context and specific assistance appropriate to adolescents at their developmental level. Because career choice is

one of the primary developmental tasks of adolescents, it represents an important means for parent-adolescent engagement. Conversely, because of the salience of career issues, they can exacerbate the conflict between parents and adolescents (p. 196).

Otto (1996) contended that career decision making is one of the major challenges youth face and that parents need help in helping their children. Despite this, there are few resources available to help parents understand and fulfill their roles in their children's career planning process. Parents are often uncertain as to how they can help their teenagers with the career development process. They often lack the confidence, resources, information and belief that they do have a crucial role with this aspect of their child's overall development. Many fear that their own limited education leaves them disadvantaged to really help their children in this age of technology. However, in a study of grade nine students attending German middle schools, Kracke (1997) produced empirical support of the importance of family for adolescents' career development, independent of parental education. Fletcher (cited in Herr and Cramer, 1996) noted that parents often feel left out of career planning because they are often uncertain about the connection of class work to future career choices. Similarly, Young (1994) maintained that "some parents are concerned about not knowing specific vocational, educational and occupational information. They wish they could be more helpful to their children ..." (p. 201).

Structuring and guiding this parental influence on youths' career planning is increasingly seen as an important element of a school's career counselling programming, particularly at a time when resources to help meet young people's

career counselling needs are severely limited. Otto (1989) estimated that students receive an average of twenty-three minutes of individualized guidance per year, only part of which is career counselling. Finding ways to involve parents in their children's career development activities is becoming necessary in order to adequately meet the vast and permutable career needs of these children. Parents must have access to resources and workshops to enhance a positive, effective role in helping their teenage children. There is a strong assertion that there may be potentially serious consequences to not paying proper attention to the critical role and responsibility parents have in helping their children work through the career development process (Montross, Kane & Ginn, Jr., 1997), and to the negative impact on children if parental involvement is misdirected (Amundson & Penner, 1998).

With this in mind, we must consider what teenagers say about the role of parents in helping them engage in effective career planning. In a 1992 survey of 4000 Canadian high school students, more than half said that they would turn to their parents first for help in making decisions about school and careers (Bibby and Posterski, 1992). From this same survey we also read that "70 -75% of teens worry about school, time, money and the future" (Cited in "Lasting gifts: Parents, teens and the career journey", 1995, p. 2). Similarly, in a 1989 study conducted among high school students in a United States, students reported that they would choose the opinions of their parents over their peers in the area of career development (Trusty & Watts, 1996). Likewise, in a longitudinal study to reveal how adolescents develop attitudes, skills, and expectations about their

adult careers, Csikszentmihalyi & Schneider (2000) provided "... concrete evidence that families matter in an adolescent's career development". The authors found that most young people count on their parents for support and encouragement when making choices about their futures (p. 238). It would seem that the insurmountable "generation gap" between parents and teenagers that is often referred to as proof of the futility of parental involvement is an uncritically held half-truth - a myth, particularly as it relates to career development.

Adding to this documented research sampling are conversations that the intern has had with junior and senior high school teachers, counsellors and administrators about career guidance programming needs within the Avalon East School Board. These conversations revealed, among other things, that opportunities for parents to obtain information and strategies to empower them as agents of career guidance for their teenage children is frequently identified as an important need. As well, many of the needs assessment surveys completed by parents reveal the need for information about how to help their teens with career planning as a priority.

Traditionally, within our province's school system, the provision of career counselling to students has primarily been the responsibility of the school counsellor. However, with the ever-increasing demands placed on these counsellors, time available for career development is often limited to providing information about post-secondary options and scholarships, directing students to access the Internet, and organizing career days. With limited time available to assist students, efforts to promote awareness and to provide resources and

opportunities for parents of these same children have been adhoc at best. A series of structured workshops uniquely designed to address the issue of parental involvement in the career development process of senior high school children can facilitate successful efforts of school personnel to meet this need.

With the need for parental involvement in adolescent career development firmly established, it would be remiss not to investigate and evaluate what is currently available to assist parents of teenage children with selected aspects of their career development needs.

The Centre for the Development of Distance Career Counselling at Memorial University's Faculty of Education, under the Creation and Mobilization of Counselling Resources for Youth (CAMCRY) Program, developed a program entitled Making connections: Career support for rural parents and their families. Components of this program include a videotape, facilitator's guide and participant's guide. While this is an exceptional resource to help parents help their teens, it is designed specifically for rural populations, addressing many of the concerns and themes that parents and teenagers in these geographical areas have, such as moving away from home to attend post-secondary and the unique challenges involved in accessing information and networking.

The province of Alberta, Advanced Education and Career Development, has also recognized the important role of parents and developed two information booklets, entitled "Teens and careers: A parent's guide" and "Lasting gifts: Parents, teens and the career journey", as well as a two-hour workshop, entitled "Your teens ... their choices" for parents of teens. These resources were

designed in accordance with the provincial education system and economy, and would require extensive adaptation, revision and inclusion of additional material to be effective in achieving all of the goals intended for the "Parents As Partners in their teen's career development" project. In essence, a more extensive and relevant workshop and accompanying resource needed to be developed.

Purpose and Intended Outcome of the Program

The overall purpose of the "Parents As Partners in their teen's career development" program is to provide parents with information about selected aspects of career development and an opportunity to participate with other parents in a series of three structured, uniquely designed participatory workshops. By providing parents with this opportunity to become more informed about career development as it applies to their teenage children, it is likely that the positive aspects of parental influence can be enhanced, ensuring for our young people a smoother and more effectual transition from senior high school and ultimately improving the career development outcomes of our youth - our future leaders.

Aims of the Program

- ◆ To discuss the importance of good interpersonal communications between parents and their teenagers.

- ◆ **Provide an opportunity for parents to learn about the language of career development, common myths regarding career planning, labour market information and trends, strategies and activities.**
- ◆ **Provide information about the comprehensive developmental guidance programming available at Bishops College, particularly as it pertains to career development.**
- ◆ **Provide parents with an opportunity to investigate and work through the career development information accessible on Bishops College Guidance Homepage.**
- ◆ **Inform parents about the CHOICES program for high school students and provide an opportunity for them to use the program.**
- ◆ **To enable parents to assess their current role in the career development of their teenagers and to acquire new skills and ideas to enhance this involvement.**
- ◆ **Provide parents with information-accessing skills as it pertains to career development.**
- ◆ **Provide opportunities for parents to meet, communicate, share, and develop important networks with other parents about helping their children with career decision making.**
- ◆ **To foster positive relationships between parents, the school and the community.**

Operational Definitions

A number of concepts must be defined and operationalized to ensure that the workshop facilitator and participants share similar expectations, understandings and frame of reference regarding the design, purpose and scope of the three workshop sessions. This is imperative to ensure the success of project.

Informed and Involved: Parents will be provided with information, in print and verbal formats, about aspects of the career development process as it relates to assisting their teenage children. Through the acquisition of information, parents will likely be more informed and at ease with this aspect of their child's growth and development.

Teenager: For the purposes of the three sessions, teenager/teenage children refers to children, aged thirteen to nineteen.

Workshop Facilitator: The counsellor intern at Bishops College who will be conducting / facilitating the series of three workshops.

Workshop Participant: Parents of students who attend Bishops College are eligible to participate.

Participatory Workshops: The series of three workshop sessions is designed to be participatory and interactive. Parents will be encouraged to be actively involved by posing questions, offering suggestions and participating in small and large group discussions and tasks.

Career: One's career is the totality of a person's work related experiences and roles. A career may include paid and volunteer work, education, hobbies and interests. It is, in fact, one's life story.

Career Development: Is a major aspect of human development, spanning one's entire lifetime and concerning the whole person. Career development is the interaction of the psychological, sociological, educational, physical, economic and chance factors that combine to shape the career of an individual over the life span (Herr and Cramer, 1996).

Career Education: Career education is delivered in schools and post-secondary institutions. It is comprised of all the activities and experiences within the school program that are designed to increase the knowledge of self, life styles, career planning tools, problem solving strategies and labour market information to facilitate making sound choices about education, training, work and future options. Career education is an ongoing process of ensuring that students achieve not only academic and social development, but also an understanding of their skills, values and interests. It is developmental, as is literacy or numeracy education. Career education is the intervention, whereas career development is the object of the intervention. Career development proceeds with or without career education, although much more effectively with career education.

Job: Refers to the particular position a person holds or the particular kind of work a person does within an organization.

Occupation: Refers to a group of similar jobs or fields of study. An example is "teacher". Note that a job is fairly specific, while occupation is a more general term.

Employability Skills: The generic skills, attitudes and behaviors that we need to get and keep employment. Employees must be flexible, adaptable, co-operative, responsible, have positive attitudes, be able to think and communicate logically and be a lifelong learner. These skills are useful in other areas of life such as parenting, citizenship, education, recreation and so forth. The Employability Skills Profile, developed by the Conference Board of Canada, has organized these employability skills into three categories: academic, personal management, and teamwork skills.

The High Five: The High Five is a set of five key phrases that were identified by Canadian Career Development Specialists (Lasting Gifts, 1995). They form a kind of credo or set of beliefs about career development and are used in many educational and guidance programs throughout Canada. They form the foundation of the ENGAGE program, developed in Alberta. The High Five messages are: Change is constant; Follow your heart; Focus on the journey; Keep learning; and Be an ally.

Research Questions

The research questions guiding the "Parents As Partners in their teens career development" program are:

1. Are there significant differences between the pre- and post-program assessments of perceptions of parents regarding their understanding of their role in the career development process of their teenage children?
2. Are there significant differences between the pre- and post-program assessments of perceptions of parents regarding their knowledge level of:
 - a) interests, aptitudes and skills necessary for career development
 - b) labour market information and trends
 - c) career planning myths
 - d) post-secondary options
 - e) research and networking?
3. Are there significant differences between the pre- and post-program assessments of perceptions of parents regarding their level of involvement in the career development process of their teenage children?
4. Are there significant differences between the pre- and post-program assessments of perceptions of parents regarding their confidence level about their role in the career development process of their teenage children?
5. Are there significant differences between the pre- and post-program assessments of perceptions of parents regarding the importance and effectiveness of communication between child and parent?

Statistical data for the following research questions will be obtained from the administration of the post-program assessment:

6. On a scale from *very useful* to *not at all useful*, how do parents rate the program?
7. On a scale from *respected* to *not at all respected*, how do parents feel as a learner at the workshop?
8. On a scale from *very clearly* to *not at all clearly*, how do parents rate the delivery of content?
9. On a scale from *very relevant* to *not at all relevant*, how do parents rate the content of the program resource book?
10. On a scale from *excellent* to *very poor*, how do parents rate the program?
11. Do parents recommend the program to other parents?
12. What did parents like best about the program?
13. What did parents like least about the program?
14. What recommendations for improvement to the program did parents offer?

Review of Relevant Literature

A selected reference list of resources reviewed in preparation for the research project, including annotated bibliography, may be found in Appendix A.

Methodology

The "Parents As Partners in their teens career development" series of three evening workshops was offered to parents of Level I & II students who attended Bishops College at the time of the project. Prior to any execution of the project by the intern, written permission was obtained from the appropriate official with the Avalon East School Board. The intern received endorsement of the study by the administrators and school counsellor with Bishops College. Parents were given information about the project via an information letter written on school letterhead, with a signature of support from the principal. Parents were asked to indicate interest and intention to attend the three workshops by returning the bottom portion of the information letter or by telephone/email. Several announcements were made on the school public announcement system inviting all Levels I & II students to obtain a copy of the information letter for their parents. Posters were available throughout the school. One week prior to the first session, a short information note written on colored paper was given to all Level I & II students, to be shared with their parents. The intern also gave a short verbal presentation about the project to each student during homeroom period. A Letter of Consent was sent home and completed by all parents who participated in the research project.

Prior to the commencement of the research project, the intern offered a lunch time session to the students whose parents were participating in the program. The purpose of this session was to describe the project to the students, present them with a copy of the workshop resources that their parents would be receiving, and to allow the students an opportunity to ask questions or obtain additional information. The students were encouraged to maintain communications with their parents regarding new learnings and progress of the project. The students were invited to attend the three evening workshops with their parents.

All three sessions were held in the school resource center. Sessions were held on two consecutive Wednesdays, with the final session held on Monday of the third week. All sessions were offered during the evenings to accommodate parents' work schedules. Parents were given the option of day, even or weekend sessions during our first meeting. To facilitate presentation and group interactions, parents were seated at tables, four-five per table. The intern utilized power point and overhead presentation tools, but much of the discussion was interactive. Numerous resources were displayed for perusal. All participants were presented with a copy of the *Parents As Partners in their teen's career development* resource book, along with numerous handouts and activities. A detailed description and breakdown of the weekly session topics may be found in Appendix C. The parent participants completed pre- and post-program assessment instruments comprised of Likert scale and open-ended questions, as described in Appendices D and E. To determine if the goals of the research

project were attained, the intern conducted statistical analysis using frequencies, means and standard deviations, and paired samples T-tests to compare pre- and post-program assessment scores to determine if significant differences existed over time. The compiled qualitative and quantitative data are presented in chapter four.

Thirteen parents attended all three sessions, and completed the pre- and post-program assessment instruments.

Limitations of the Proposed Project

Research supports that the career development process begins much earlier than senior high school. The first ten years of life are often referred to as the "nursery of human nature". According to Herr and Cramer (1996), this is the period when a child's goals, motivation to achieve and perception of self as worthy or inferior are beginning to formulate. These concepts influence later school success, career identity, adult interests and general perspectives on life (p. 349). These authors cited research from Staley and Mangiesi (1984) who observed that it is widely acknowledged that children begin to formulate career decisions at a relatively young age. Considerable research is also provided to support the notion that by the time children have completed the first six grades of schools, many have made tentative commitments to fields of work and to self-perceptions (Herr and Cramer, 1996). Other research indicates that many

children who physically drop out of school at age sixteen have already dropped out of school psychologically as early as grade three.

In consideration of this overwhelming research, providing information and opportunities to parents to assist in the career development process of their preschool, primary and elementary aged children is vital. Unfortunately, such a provision is outside the scope of this particular workshop and research project.

This research study is limited to an evaluation by parents of the effectiveness of the project. Another very important dimension for investigation, but one that is outside the scope of this current work, is to determine the impact on high school students as a result of their parents' participation in the program. Will the high school students whose parents participate in "Parents As Partners in their teen's career development" become more informed about career development and be better prepared to actively engage in career decision-making? This is an extremely important question, but is outside the parameters set for this project.

Conclusion and General Reflections

The "Parents As Partners in their teen's career development" project, as adapted and facilitated by the intern with a volunteer group of parents of Level I and II students who attended Bishops College, was well received by the participants. The intern felt that the project was successful in achieving the intended outcome of helping parents to become more informed and involved in selected aspects of their teenager's career development.

The intern offers a number of observations:

1. *There is never enough time.*

Balancing the amount of information presented and offered in the amount of time available with the need for group interaction and processing is an extremely formidable task. The intern chose to capitalize on this one and only opportunity to provide valuable information and resources to the participants, with confidence that parents would utilize this information to help their teenager outside of the workshop structure. This was done despite the possibility of overwhelming parents and diminished opportunity for discussion. Comments from parents during similar projects with parents facilitated by the intern in the past supports this decision.

2. *Reaching all parents is challenging.*

As many educators will attest to, enlisting large numbers of parents to participate in school initiatives is often difficult. Factors including time of the year, receiving information about the workshop from the school, understanding any personal relevance, interest, motivation, and time constraints affect participation rates. As well, it is often a core group of parents who participate in various initiatives. With this in mind, the intern was satisfied with the number of parents who committed to three evening workshops over a three-week period.

3. *Numbers don't tell the whole picture.*

While compiling and analyzing statistical information to support the success of an initiative is requisite, the nature of projects such as the one presented by the intern make it difficult to identify, isolate and measure all the potential long-term benefits for the participants. Formal assessment instruments administered at the end of the project cannot assess the long-term changes in attitude, awareness, confidence, and communication.

4. *Workshop facilitator can make or break the success of the project.*

The intern purports that ability to establish rapport, providing an accepting, comfortable and interactive environment, a sense of humor, and expertise about career development and adolescents are critical to the success of this project.

CHAPTER IV

RESEARCH METHODOLOGY and RESULTS

The purpose of this chapter is to present the overall methodology used in this research study. A description is provided for the research design, sample population, data gathering procedures, and the statistical analysis.

Research Design

This study highlights an evaluation of the effectiveness of a career development intervention offered to a volunteer sample of parents of Levels I and II high school students. The three-session workshop developed by the intern was an adaptation and elaboration of a resource compiled by the Avalon East School Board. The study is a one-group pretest-posttest design, a form of pre-experimental group design. According to Gay (1996), "experimental research is the only type of research that can truly test hypotheses concerning cause-and-effect relationships. It represents the most valid approach to the solution of educational problems,..." (p. 342). The one-group pretest-posttest design involves one group that is pretested, exposed to a treatment, and then posttested.

Data were collected by developing and administering a pre- and post-program assessment instrument to each parent participant. Statistical data were collected and analyzed to compare these assessment scores to determine if significant differences exist over time as a result of the intervention. Information

regarding reactions to the workshop was compiled from the post-assessment instrument. All data were analyzed as per the variables delineated for the study.

Sample

Parents of Level I and II students of Bishops College comprised the sample for the research study undertaken by the intern. All parents of Level I and II students were initially invited to participate in the project by way of a formal information and consent letter (see Appendix G) distributed with students' midterm report cards. Subsequent publicity included announcements to students, radio advertisements, school posters, an advertisement during parent-teacher night and a follow-up notice for parents given to the Level I and II students.

The project entailed parent participation in three evening sessions, two-to-three hours each, over a three week period. Thirteen parents were able to make this commitment, nine females and four males.

An additional three parents attended the first session, and five other parents attended the final session. Five of these parents also attended the second session. As well, three students from Bishops College attended all three sessions with their parent/s, with four more attending one or two of the sessions.

Instrumentation

The participant assessment instruments were devised by the intern based on the objectives and intended outcomes of the project. Numerous sources were

referenced to guide the development of the instruments, as listed in the references. Questions were organized to facilitate statistical data analysis of the research questions.

Part A of the pre- and post-program assessment instruments contained identical questions. It consisted of twenty-two questions that parents completed by circling the most appropriate response from a Likert five-point scale, ranging from, 1 = strongly agree, 2 = agree, 3 = don't know, 4 = disagree, and 5 = strongly disagree. These questions measured variables such as the role of parents in their teen's career development, knowledge about career development, level of involvement, confidence, and communication. The pre-program assessment instrument included a paragraph explaining the purpose of the questionnaire and reference to a similar one to be administered at the end of the three-session project.

The post-program assessment instrument also included Parts B and C. Part B solicited parents' responses from the options presented for each of the six questions. Topics included parent perceptions of the usefulness of the program and the resource book, delivery, how they felt as learners during the sessions, how they would rate the workshop, and whether they would recommend the program to other parents. Part C contained four open-ended questions to determine what parents liked and disliked about the project, recommendations, and additional comments.

The responses for Part A of both instruments and for Part B of the post-program questionnaire were coded according to a preset scales and the data

entered using assigned coding. Responses from Part C of the post-program questionnaire were analyzed for significant themes.

Overview of Statistical Analysis

The pre- and post-program assessment data were collected from the thirteen participants who attended all three sessions. Analysis of covariance was used with this limited sample. Data were coded and entered using the Statistical Package for the Social Sciences (SPSS). Statistical analysis was conducted using frequencies, means and standard deviations, and paired samples *t*-tests to determine if significant differences existed as a result of the parental intervention. Qualitative and quantitative information was compiled. Responses to the open-ended questions for the post-program assessment instrument was examined for underlying themes. The significance level was assumed at $p < 0.05$.

Limitations of the Research Study

The sample for this research study presents three limitations that warrant consideration. Due to the voluntary nature of participation in the project, it is difficult to determine whether these parents were representative of the population. As well, while the participatory and interactive nature of the workshops restricted the sample to between ten and fifteen participants, a limited sample has potential to impact upon the statistical outcomes. Finally, this research project sought to determine changes in perception, awareness and involvement as a consequence of participating in the three-session workshop as

measured through an analysis of the pre- and post-program questionnaires. However, the study does not measure long-term differences that will likely occur in these areas. The timing of the administration of the post-program assessment could not account for future integration and application of the resources and discourse.

Results and Discussion

This section provides an analysis and discussion of the data obtained. To facilitate the analysis, the intern delineated and coded the data from the assessment instruments into parts A, B, and C. Questions within each of these sections of the instrument address one of the proposed research questions. Table 3 provides a visual explanation.

Table 3

Description of the organization of the program assessment instruments, along with the appropriate instrument question/s and research question.

| Part | Instrument Questions | Research Question |
|---------------------------------------|-----------------------------|--------------------------|
| Part A (Pre- and Posttest) | 1, 2, 3, 4 | 1 |
| | 5, 6, 7, 8, 9, 10 | 2 |
| | 11, 12, 13, 14 | 3 |
| | 15, 16, 17 | 4 |
| | 18, 19, 20, 21, 22 | 5 |
| Part B (Posttest Only) | 23 | 6 |
| | 24 | 7 |
| | 25 | 8 |
| | 26 | 9 |
| | 27 | 10 |
| | 28 | 11 |
| Part C (Posttest Only) | 1 | 12 |
| | 2 | 13 |
| | 3 | 14 |

Part A

Part A consisted of twenty-two questions that parents completed by circling the most appropriate response from a Likert five-point scale, ranging from, 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, and 5 = strongly disagree. These questions measured parental perceptions in the following areas: (i) parents' role in their teenager's career development; (ii) knowledge about career development concepts; (iii) level of involvement; (iv)

confidence in their abilities to assist their children; and (v) effective communication with their teenage children. The organization of the twenty-two questions into these five areas facilitated the statistical analysis to determine if the goals of the study as outlined in the research questions were attained.

Research Question #1: *Are there significant differences between the pre- and post-program assessments of perceptions of parents regarding their understanding of their role in the career development process of their teenage children?*

Statements from the pre- and post-program questionnaires that were grouped to measure this variable included: "parents have an important role in their teenager's career development"; "the role of parents in helping in the career development process of their teenager can be enhanced through information and resources"; and "teenage children need career direction and guidance from their parents". Question three was excluded due to its negative response tendency and slightly lower reliability. Parents rated each statement on a five-point scale from 1 = "strongly agree" to 5 = "strongly disagree". Table 4 provides the data from an analysis of these statements.

Table 4

Means and significance levels of paired samples t-tests relating to parents' perception of their role in their teenager's career development

| Test | Variable | Mean | SD | Paired Differences Mean | t-value | Significance Level |
|----------|----------|-------|------|-------------------------|---------|--------------------|
| Pretest | Role | 4.77* | 1.24 | 0.92 | 2.65 | 0.021* |
| Posttest | Role | 3.85* | 1.07 | | | |

* lower Mean indicates positive change (Scale: 1= strongly agree; 5= strongly disagree)

* significant at $p < 0.05$, two-tailed

Paired sample statistics determined that as a result of the intervention, there were significant differences in parents' understanding of the importance of their role in the career development process of their teenage children. Parents were more likely to believe that they have an important role, and that this role could be enhanced through exposure to career development information and resources. While the responses from question number three in the pre- and post-program instruments were not used in this tabulation, analysis revealed that there was an increase of 15.4% in parents' belief that school could not take care of most the career development needs of their child as a result of the intervention. This lessened role of schools may indicate a stronger awareness of the role of parents.

Research Question #2: *Are there significant differences between the pre- and post-program assessments of perceptions of parents regarding their knowledge level of:*

- f) interests, aptitudes and skills necessary for career development*
- g) labour market information and trends*
- h) career planning myths*
- i) post-secondary options*
- j) research and networking*

Four statements from the pre- and post-program questionnaires were analyzed to determine if significant differences exist over time in parents' perception of their level of knowledge about selected aspects of career development. Refer to Table 5 for a summary of relevant statistics.

Table 5

Means and significance levels of paired samples t-tests relating to parents' perception of their level of knowledge about selected aspects of career development.

| Test | Variable | Mean | SD | Paired Differences Mean | t-value | Significance Level |
|----------|-----------|---------|------|-------------------------|---------|--------------------|
| Pretest | Knowledge | 11.38** | 2.33 | | | |
| Posttest | Knowledge | 7.69** | 2.02 | 3.69 | 3.76 | 0.003* |

** lower Mean value indicates positive change (Scale: 1= strongly agree; 5= strongly disagree)

* significant at $p < 0.05$, two-tailed

Results verify that by participating in the "Parents As Partners in their teen's career development" three-session workshop, parents state that their

level of knowledge about important aspects of career development has significantly increased ($t = 3.76 > t = 3.18$, for $p = 0.05$ and $df = 3$). The most significant difference in Mean scores in the pre- and posttest was revealed in the statement pertaining to their understanding of labour market information and trends and how to use the information in career planning, a positive decrease from 3.46 to 2.07. Here, lower values indicate positive results.

An analysis of the parent responses to an additional questionnaire statement related to level of knowledge, "I feel competent in my ability to effectively access career-related information" also merits commentary. Ten of the thirteen parents (77%) indicated that they felt much more positive with their ability to effectively access career-related information after participating in the three workshops. In fact, as a result of the intervention, all of the parents either agreed or strongly agreed with the statement about feeling competent in their ability to access career-related information, in comparison to only three parents who responded "agree" to feeling competent prior to the intervention.

The statement "I am familiar with the post-secondary options available to my child and how to determine appropriate choices" was not included with the tabulations of the "knowledge" variable. However, the information was reviewed and the data analysis produced unexpected results. The intern anticipated that parents would commence the program already feeling somewhat competent with their level of knowledge in this aspect of career development, as it is an area that traditionally receives attention within high school career programming. Consequently, differences as a result of the career development intervention

were expected to be minor. However, from the pre-program assessment, six out of the thirteen parents responded negatively to being familiar with post-secondary options (Disagree = 5; Strongly Disagree = 1), with an additional four responding "Undecided". The remaining three parents - a mere 23% responded "Agree", indicating that they were familiar with this aspect of career development. No one responded "Strongly Agree". A review of the post-program questionnaire validated a positive impact of participation for parents. 85% of the parents, up from 23% from the pre-test, responded positively to being familiar with post-secondary options and how to help their child determine appropriate choices. None of the parents responded negatively, and only two remained undecided. The parent sample was not as familiar with available post-secondary options and how to determine appropriate choices as the intern anticipated, but increased their knowledge and awareness by participating in the project. The reader is directed to Table 6 for a statistical description of this information.

When we consider the conclusions of Schneider and Stevenson (1999), who asserted that "students in general seem to have unrealistic career expectations and to underestimate the educational requirements for those careers", we are reminded of the importance for both parents and teenagers to be informed about post-secondary educational options (Cited in Csikszentmihalyi and Schneider, 2000, p. 217).

Table 6

Description of parents' responses regarding their familiarity with post-secondary options

| Instrument | SA | Responses* | | | | Total % Affirmative | Total % Negative | Total % Undecided |
|--------------|------------|------------|------------|----------|---------|------------------------|---------------------|----------------------|
| | | A | U | D | SD | | | |
| Pre-program | 0% 0 | 23% 3 | 31% 4 | 38% 5 | 8% 1 | 23% | 46% | 31% |
| Post-program | 15.5% 2 | 69% 9 | 15.5% 2 | 0% 0 | 0% 0 | 85% | 0% | 15% |

* SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Research Question #3: *Are there significant differences between the pre- and post- program assessments of perceptions of parents regarding their level of involvement in the career development process of their teenage children?*

Three statements were examined to measure participants' perceptions of their level of involvement: "I can easily identify things that I do to help my teen with career planning"; "bright, academically able students usually need less involvement from parents for career planning"; and "once my child decides what to do after high school, my level of involvement in their career planning will lessen". Analysis of these statements can be found in Table 7.

Table 7

Means and significance levels of paired samples t-tests relating to parents' perception of their level of involvement in the career development process of their teenage children.

| Test | Variable | Mean | SD | Paired Differences Mean | t-value | Significance Level |
|----------|-------------|-------|------|-------------------------|---------|--------------------|
| Pretest | Involvement | 9.08* | 1.32 | | | |
| | | | | 0.92 | 2.01 | 0.07 |
| Posttest | Involvement | 8.15* | 0.90 | | | |

*lower Mean value indicates positive change (Scale: 1= strongly agree; 5= strongly disagree)

Results, although not significant, indicate a move in a positive direction.

Parents indicated that they perceived themselves as being more involved following participation in the three-session workshop. It is uncertain whether the parents actually became more involved in career development activities amid the initial and final sessions, if they became more proficient at recognizing activities that fall within career development interventions, or a combination of both factors. The intern suggests that a combination of the two explanations is the most likely. Data that lends support to this can be found by examining parents' response to the statement "I am actively involved in my child's career development". Thirty-one per cent responded in the negative during the pre-program assessment, whereas none of the parents responded in the same way after the workshops. This suggests an enhanced ability of parents to identify the range of activities that facilitate the process of career development following this intervention. Anecdotal remarks from parents, summarized in the forthcoming discussion of

Part C of the post-program assessment instrument, indicates that parents do indeed become more involved in the career development process of their teenage children as a result of participating in the program.

Research Question #4: *Are there significant differences between the pre- and post-program assessments of perceptions of parents regarding their confidence level about their role in the career development process of their teenage children?*

Table 8

Means and significance levels of paired samples t-tests relating to perceptions of parents' regarding their confidence level about their role in the career development process of their teenage children.

| Test | Variable | Mean | SD | Paired Differences Mean | t-value | Significance Level |
|----------|------------|-------|------|-------------------------|---------|--------------------|
| Pretest | Confidence | 3.54* | 1.05 | | | |
| | | | | 0.38 | 1.44 | 0.175 |
| Posttest | Confidence | 3.15* | 0.99 | | | |

lower Mean value indicates positive change (Scale: 1= strongly agree; 5= strongly disagree)

Results from three statements, 15-17, were investigated by conducting means and standard deviations, as well as paired t-tests to determine whether or not parents' perceptions of their confidence level about their role in the career development process of their teenage children increased significantly as a result of the program. Responses indicated a positive, but non-significant shift. The

largest positive movement amongst the statements within this variable was observed in the statement "I feel confident in my current level of ability to help my teen with career planning". This is denoted by a lower mean value, (pre-test mean = 3.69, posttest mean = 2.30). At the beginning of the workshops, ten of the thirteen parents, (77%), professed that they did not feel confident in their current level of ability to help their teenager with career planning. This frequency decreased drastically to 8%, (one parent), as disclosed in the post-program questionnaire responses. The workshops appear to have had a positive influence on parents' confidence in helping their teenage children navigate through the career planning process.

A mention of caution should be considered in the complete analysis of this referenced statement. While there was a noteworthy increase in the number of parents who said they felt more confident after participating in the workshops, the number of parents who responded "Uncertain" increased from two before the workshops to four after participation. Although this translates to a small percentage negative increase, 15.4%, the researcher should be made aware. It is likely that the concentrated nature of the workshop, combined with insufficient time to read and synthesize the material, contributed to a slight increase in the number of parents who continue to ponder about and negotiate their role in their teen's career development.

Research Question #5: *Are there significant differences between the pre- and post-program assessments of perceptions of parents regarding the importance and effectiveness of communication between child and parent?*

Table 9

Means and significance levels of paired samples t-tests relating to perceptions of parents' regarding the importance and effectiveness of communication between child and parent.

| Test | Variable | Mean | SD | Paired Differences Mean | t-value | Significance Level |
|----------|---------------|--------------------|------|-------------------------|---------|--------------------|
| Pretest | Communication | 11.15 [*] | 2.82 | | | |
| | | | | 1.69 | 1.91 | 0.081 |
| Posttest | Communication | 9.46 [*] | 2.40 | | | |

^{*}lower Mean value indicates positive change (Scale:1= strongly agree; 5= strongly disagree)

The investigation of this variable involved reviewing the responses and appropriate data from the final five statements in Part A of the pre- and post-program questionnaires. Results did not support significant differences as a result of the intervention ($t = 1.91 < \text{the required table value for } t = 2.78, \text{ for } p = .05 \text{ and } df = 4$). However, a positive shift in parents' awareness of the importance and effectiveness of communication between child and parent occurred within all of the statements supporting this variable. Table 10 provides a summary of the questionnaire means.

Table 10

Pre- and post-program assessment means for the five statements assessed to determine perceptions of parents regarding the importance and effectiveness of communication between parent and child.

| Question | Pre-program assessment Mean | Post-program assessment Mean |
|---|-----------------------------|------------------------------|
| 18. I communicate effectively with my teenager as it relates to career development. | 2.77 | 2.38 |
| 19. It is important to verbally communicate with my teen about his/her future plans. | 1.62 | 1.31 |
| 20. It is important to share with my teen information about my own career development. | 1.92 | 1.62 |
| 21. Effective communication between parent and teenager can help teens make wiser career choices. | 1.46 | 1.15 |
| 22. Regardless of how well we communicate, my child will likely listen to his/her friends over me. (the rating scale for this question was re-coded for proper accuracy; eg: SA=5, A=4, U=3, D=2, SD=1) | 3.38 | 3.00 |

An interesting observation was made from an examination of the responses to question number twenty-two. Six of the thirteen parents responded either "strongly agree" or "agree" to this statement at the beginning of

the project. This number decreased only by one as a result of participating in the three sessions, with five parents responding either "strongly agree" or "agree", indicating a negative shift. One could speculate that while there were significant differences in parents' perceptions of the importance of their role in their teen's career development process, it does not diminish how parents perceive the important role of the peer group in this aspect of a teenager's life. However, more in-depth analysis would be required before submitting such an unequivocal remark. Such an investigation is outside the parameters of this research study.

Part B

This section of the post-program assessment solicited parents' responses from a scale of options presented for each of six questions. Topics included: parent perceptions of the usefulness of the program and the resource book, delivery of the workshop, how they felt as learners during the sessions, how they would rate the workshop, and whether they would recommend the program to other parents. Analysis for each of the six questions in Part B, which corresponded to one of the proposed research questions, was conducted using frequency distributions. All participants in the study responded to each of these statements ($N=13$).

Research Question #6: *On a scale from "very useful" to "not at all useful", how do parents rate the program?*

Table 11**Frequency distributions of how useful parents perceived the program.**

| Response to question #23: <i>I found the workshop to be ...</i> | f | % |
|--|-----------|-------------|
| Very useful | 11 | 84.6 |
| Useful | 2 | 15.4 |
| Not very useful | 0 | 0 |
| Not at all useful | 0 | 0 |

All of the parent participants responded positively when asked to rate the program, with eleven out of thirteen (84.6%) indicating that they found it "very useful", and the remaining 15.4% responding with "useful". The intern proposes that while the workshop was successful in meeting the needs of parents, the mere availability of the intervention was appreciated, and could have influenced how parents responded to the statement.

Research Question #7: *On a scale from "respected" to "not at all respected", how do parents feel as a learner at the series of workshops?*

Table 12

Frequency distributions of how parents rate feeling respected as learners during the workshops.

| Response to question #24: <i>I felt ___ as a learner during these workshops.</i> | f | % |
|---|-----------|-------------|
| Respected | 12 | 92.3 |
| Somewhat respected | 1 | 7.7 |
| Not at all respected | 0 | 0 |

This construct was included in the post-program questionnaire to ascertain the overall comfort level of the parent participants during the workshops. A resource entitled Parents as partners in career education, compiled by the South Dakota State Department of Education (1998), identified nine barriers to involvement in parent-school career development initiatives, as cited by parents. Among these were "feeling they have nothing to contribute"; "feeling intimidated"; and "not feeling welcome" (p. 68). The intern felt that establishing rapport and a respectful group setting were necessary for goal attainment. Results suggest that this was accomplished.

Research Question #8: *On a scale from "very clearly" to "not at all clearly", how do parents rate the delivery of content?*

Table 13**Frequency distributions of how parents rate the delivery of content.**

| Response to question #25: <i>I found the content to be delivered ...</i> | f | % |
|---|----------|-------------|
| Very clearly | 9 | 69.2 |
| Clearly | 4 | 30.8 |
| Not very clearly | 0 | 0 |
| Not at all clearly | 0 | 0 |

A significant observation drawn from these tabulations is that all of the parent participants cited the workshop as being delivered "clearly" or "very clearly". The intern speculates, from conversations with the participants throughout the three sessions, that those who indicated "clearly" were commenting on the actual content delivered, rather than on the delivery itself. However, without endorsing data, this remains speculation. However, it is suggested that this point be taken into account when offering similar opportunities to future parent groups.

Research Question #9: *On a scale from "very relevant" to "not at all relevant", how do parents rate the content of the program resource book awarded to each participant?*

Table 14

Frequency distributions of how parents rate the content of the "Parents As Partners in their teen's career development" resource book?

| Response to question #26: <i>I found the content of the Parents As Partners resource book to be ...</i> | f | % |
|--|----------|-------------|
| Very relevant | 5 | 38.5 |
| Relevant | 8 | 61.5 |
| Not very relevant | 0 | 0 |
| Not at all relevant | 0 | 0 |

While all the parents thought that the program resource book was either "relevant" (61.5%) or "very relevant" (38.5), there seemingly is room for improvement. An analysis of some of the comments offered by parents during the completion of Part C of the post-program assessment provide some insight into this. Four of the parents advised that the design of the project did not permit adequate time to review all of the seemingly useful resources, particularly the participant resource book, during the sessions. Parents also expressed gratitude for being given numerous resources, and that they were looking forward to reading them at home.

It is significant that none of the parents responded negatively to the adequacy of the resource book, since the provision of timely, appropriate, and relevant materials to parents to facilitate their involvement in the career

development process of their teenage children is an important element of the program. As articulated by Otto (1989), "if parents are to be effective career advisors for their children, they must prepare themselves" (p. 13).

Research Question #10: *On a scale from "excellent" to "poor", how do parents rate the program?*

Table 15

Frequency distributions of how parents rate the program

| Response to statement #27: Overall, I rate the workshop session as ... | f | % |
|---|----------|----------|
| Excellent | 10 | 76.9 |
| Good | 3 | 23.1 |
| Average | 0 | 0 |
| Poor | 0 | 0 |
| Very Poor | 0 | 0 |

The positive response to this question was expected in consideration of the data analysis presented for the preceding constructs included in Part B of the post-program assessment. Parents responded quite favorably to the three-session workshop as ascertained by a review of responses to these questionnaire statements.

A resounding 76.9% of the parent participants rated the program as "excellent", with the remaining 23.1% rating it as being "good".

Research Question #11: *Do parents recommend the program to other parents?*

Table 16

Frequency distributions for parent recommendations to other parents regarding participation in the program.

| Response to statement #28: <i>I would recommend this workshop to other parents.</i> | f | % |
|--|-----------|------------|
| Yes | 13 | 100 |
| No | 0 | 0 |
| Maybe | 0 | 0 |

All of the parents who participated in the "Parents As Partners in their teen's career development" project would recommend this initiative to other parents. The intern asserts that this has significance for the procurement of funds for future offerings, and to the potential for success of future programs. However, attention must be paid to the discussion and conclusions presented in this research study to ensure that the present accomplishments can be repeated.

Part C

This section of the research report examines underlying themes from the qualitative evaluation of parents. Part C of the post-program assessment instrument contained four open-ended questions to assess what parents liked and disliked about the project, recommendations to improve the workshops, and a space for additional comments. Results are presented in accordance with the question posed.

In responding to the question, *"What I liked about the workshop"*, all but one parent shared what they liked about the workshops. This information is organized into six categories.

1. *Information.* Parents commented that the workshops were very informative and they learned a lot. One parent appreciated "lots of good reading material that will help guide my child in choosing a career". Likewise, another parent stated, "I also enjoyed the presentation and felt the resources brought forward increased my knowledge substantially". Information about useful web sites and the demonstration were also well received.
2. *Facilitator.* Many of the participants offered comments pertaining to the style of presentation. They appreciated that the "instructor" was knowledgeable, friendly, organized, motivated, and had a good sense of humor. One parent commented that "the facilitator definitely added to the success of the workshop".

3. ***Atmosphere.*** Five of the parents conveyed their thoughts about the importance of atmosphere. Phrases such as comfortable, "upbeat and fun", relaxed, "nice sized group", "the fun involved in learning", and motivational were shared.
4. ***Discussion and participation.*** Parents observed the extent of discussion and participation by all of the parents, commenting that the discussion was open, frank, pleasant, and abundant. They liked the comradeship, and the student participation throughout the project. The students weren't there as "just tokens - there was real discussion about career development between us".
5. ***Approach to teen's career development.*** One parent commented that "I especially appreciated the emphasis placed on not pressuring our children to reach a final decision in life". The importance of involving students was highlighted as being effective.
6. ***Benefits of participation.*** Parents were straightforward about what they got out of the project. Two parents said they felt more confident; another expressed "greater insight". Other comments suggested that they "were encouraged" by the workshops and were glad to have had the opportunity to hear similar concerns from other parents.

Five parents, nearly forty percent, did not include any comments in the next question posed on the questionnaire, "*What I liked least about the workshops*". Among the brief comments that were presented, three themes

emerged: duration, timing, and adolescent participation. Parents believed that the program was too short, and that more sessions were needed in light of the large amount of career development information to absorb and discuss. Two parents didn't care for the time of the year during which the project was offered. The workshops were offered too close to final exams, although they understood the parameters within which the intern was working. Three parents suggested that more teenagers should attend with their parents, and this should be something assertively promoted within the school and the parent community. Finally, two parents bestowed a sense of humor. One commented that there weren't enough snacks, but added "just kidding"; while another was displeased that he didn't win a mug, then added "ha! ha! I thoroughly enjoyed it".

An examination of the final two sections of the post-program assessment yielded comments similar to those elicited from the first two sections of Part C. Parents were asked: "*Can you offer any recommendations to help improve the workshop?*". As well, a section was provided for parents to disclose any additional remarks about the project. Here two themes were prevalent: the necessity of promotion and participation by teenagers; and an expansion of the number and length of the sessions in the project. One parent was sorry that she couldn't get her child to attend, adding "I think if it was offered at an earlier time in the year, my child would have come". Other motifs included a call for better advertising of the project. One parent's comment to the "recommendations" inquiry was:

"No, other than to say that it is too bad it wasn't highly recommended to students and parents how important this workshop was for them. 95% of the students and parents missed out on an excellent workshop".

Finally, the intern concludes this analysis and discussion of data from Part C with a very positive note from a participant. The parent provides an effective summation regarding what "Parents As Partners in their teen's career development" is all about:

"I now feel better prepared to help guide my child through her career development"

Summary

This present chapter contributed a statistical analysis of information gathered from the administration of a pre- and post-program assessment instrument to a group of thirteen parents. These parents participated in a three-session workshop, entitled "Parents As Partners in their teen's career development", an adaptation and enhancement of a career development resource of the Avalon East School Board.

Results of the analysis of differences that exist following the intervention indicated positive shifts, favoring the effectiveness of the intervention. Two constructs that elicited significant differences were parental role and knowledge. Analysis methodology employed for Parts B and C of the post-program questionnaire included frequencies and disclosure of fundamental themes.

CHAPTER V

CONCLUSIONS and RECOMMENDATIONS

The writing of this report fulfilled two primary intentions: 1) to describe a high school counselling internship experience and learnings; and 2) to present a description, statistical analysis, discussion, and findings of a research project. This concluding chapter will serve to highlight and summarize significant information. Six recommendations are offered.

This graduate intern completed an eleven-week placement at Bishops College, from April to June, 2000. The experience was immensely gratifying and beneficial for the intern's intended career journey. Fifteen goals, each with a series of intended activities, were formulated at the beginning of the placement. Success was met within each of these goals through participation in activities within twelve identified counselling domains, with the majority of time devoted to counselling (individual, family group and career), research project, supervision, conferencing and consultations, assessments, and a range of other activities which frequently fall within the counsellor's role. Through observation and participation, the intern capitalized on the numerous opportunities to develop competencies as a counselling professional.

The pace of the school counsellor's workload is challenging, making organization, efficiency, networking and prioritizing essential for success and contentment in the profession. The counsellor intern learned about the importance of establishing rapport with students and teachers; remaining visible and accessible; working as one counsellor but with a team of other concerned

educators; negotiating and liaising; becoming informed; staying current; and appreciating high school students. The setting and supervision provided for an optimal educational experience.

The significant role of parents as major influencers in the career development process of their teenage children is the foundation upon which the project and research study is founded. Otto (1989) maintains that one of the great tragedies of our day is that the influence parents have on their children is so greatly underestimated and misunderstood. This study was designed to provide support for a program that is designed to assist parents satisfy this role.

Chapters three and four of this report examine the research data. Chapter three describes the purpose and significance of the study, and identifies fourteen research questions to be addressed. The rationale, purpose, intended outcome, and aims of the program itself are presented. Finally, chapter three provides a description of the methodology and a discussion of several limitations of the project. In chapter four the intern presented the research methodology and results, including an explanation of the design, sample, instrumentation, data analysis, limitations of the study, and a detailed discussion of the results.

The intention of the present research study was to evaluate the effectiveness of a career development intervention, entitled "Parents As Partners in their teen's career development". Specifically, the purpose of the project was to determine if a sample of parents of Levels I and II high school students will become more informed and involved in selected aspects of the career

development process of their teenage children by engaging in a series of three participatory workshops.

The intern revised and expanded upon an existing resource of the Avalon East School Board to implement the project. All three evening sessions were facilitated by the intern. Parents consented to participate in the study. Thirteen parents completed a pre-program assessment instrument, participated in the three sessions, and completed a post-program assessment instrument. Statistical analysis was conducted using frequencies, means and standard deviations, and paired samples t-tests to compare pre- and post-program assessment scores to see if significant differences exist over time. Responses to the open-ended questions for the post-program assessment instrument were examined for underlying themes.

The results of the study were positive, lending support to the effectiveness of this career development intervention for parents. Significant differences between the pre- and post-program assessments were determined for two of the five constructs examined. A positive shift also occurred in the remaining areas, although the differences were found to be non-significant as per the statistical guidelines set for the study. The intern established that as a result of participating in the career intervention, parents will be more informed and involved in the their teenager's career development.

An analysis of the frequency distributions suggested a strong endorsement of the effectiveness of the program as ascertained by the six

statements that parents responded to in the assessment. One hundred percent of the parents said that they would recommend the program to other parents. As well, a number of significant themes arose from an examination of the open-ended questions. Anecdotal feedback here also pointed to the success of the project in attaining established goals. All the statistical and descriptive data collected from the participants proved meaningful in facilitating a thorough evaluation of the project.

While the intern acknowledges the validity of the results of the study, it is possible that a number of factors contributed to the positive outcome:

- 1). The parents who attended all three sessions were presumably the most committed and positive about the intervention prior to participating. It is uncertain whether this level of commitment can be assumed for the larger parent group.
- 2). Parents may have positively identified with the intern presenter, and this could have influenced the feedback solicited in the assessment instruments.

Notwithstanding these possibilities, the research study verified the effectiveness of the "Parents As Partners in their teen's career development" project. As offered by one of the parent participants, "I now feel better prepared to help guide my child through her career choices".

Otto (1989) provided an appropriate summary:

To ignore the role of parents in the career development process is to deny that the fifty-plus years of studying child and youth development have taught us. Even if schools had the resources with which to meet young people's career guidance needs, teachers and counsellors cannot replace the primary influence parent have on their children's career plans. (p. 13).

Recommendations

Following are six recommendations offered by the intern, drawn from insights gained from the internship experience and the research study:

1. Student participation in the project with their parents needs to be assertively encouraged. Support can be obtained from the student council or a similar group.
2. The number of sessions should be increased from three to five, with parents given the option of availing of additional sessions if needed.
3. The "Parents As Partners in their teen's career development" resource book should be distributed to parents prior to the first session to allow more time for perusal. Parents will also be better informed about the intent and structure of the project at the onset, and may offer suggestions for revision.
4. Concentrated efforts should be put into awareness and promotion of the workshops.

5. **Some sessions should be co-facilitated by a parent or teenager, thus increasing ownership of the initiative.**
6. **A review of the career development needs of our province's high school learners is imperative. Additional resources must be established and provided within the schools and community to assist our youth to effectively navigate through the career development process.**

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APPENDIX A

Review of Literature in Preparation for the Research Project

1. Amundson, Norman E., & Penner, K. (1998). Parent involved career exploration. The Career Development Quarterly, 47(2), 135-144.

The authors offer a good discussion of parent involvement in career exploration of their youth. A specific counselling program, Parent Involved Career Exploration (PICE), is described and assessed. Several case studies are presented to illustrate and validate the program. An initial evaluation of the project indicated a potentially catalytic effect of this approach to career development.

2. Avalon East School Board. (1998). Career development education for K-12: A handbook for teachers. St. John's, NF.

This is a comprehensive resource on career development, providing information about career competencies specific to primary/elementary, junior high and senior high aged children, as well as age-specific activities, references, sources of information and a section on the role of parents in the career development process.

3. Brown, Bettina Lankard. (1996). Community involvement in K-12 career education. (ERIC Digest No. 177). Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED 402 473).

This article looks at how career educators involve business, community groups, churches, parents and others in assisting students

with the process of shaping their life careers. It provides valuable insight into how to access and mobilize resources that are available to parents.

4. Csikszentmihalyi, M., & Schneider, B. (2000). Becoming adult: How teenagers prepare for the world of work. New York: Basic Books.

A comprehensive, longitudinal study to reveal how adolescents develop attitudes, skills and expectations about their adult careers. The authors interview a large sample of teenagers to determine the role of school, family, community and media, and provide an in-depth discourse on the identified themes. Seven recommendations are offered to guide policy development, including one that focuses on parents.

5. Government of Alberta. (1995). Lasting gifts: Parents, teens and the career journey. Alberta: Alberta Advanced Education and Career Development, Information Development and Marketing Branch.

This booklet is a recommended purchase for parents. It is founded on five gifts that we can give our children - the five messages that comprise the "High Five". The booklet provides invaluable information to describe the teenager, along with insight and practical ideas about each of the High Five messages, and how, by giving this to teenagers, parents become instrumental in assisting their teens engage in effective career planning.

6. **Government of Alberta. (1994). Teens and careers: A parent's guide. Alberta: Alberta Advanced Education and Career Development, Information Development and Marketing Branch.**

This is a highly informative, insightful and colorful magazine that provides easy to read information about the teenager and components of the career development process, such as labour market trends, skill identification, strategies and options. As it addresses many of the components of the Parents As Partners program, it will be included with the resource package given to each parent participant.

7. **Government of Alberta. (1995). Your teens ... their choices. Alberta: Alberta Advanced Education and Career Development, Information Development and Marketing Branch.**

This resource contains a facilitator and participant guide. Information is provided about career planning, labour market, options beyond high school and self-esteem.

8. **Government of Canada. (1996). Closing the skills gap: Developing career awareness in our schools. Ottawa: Human Resources Development.**

This is a free publication. It includes information about the benefits of developing career awareness, classroom activities, connecting school to the world of work, creating partnerships, and a number of resource

sheets. Primarily designed for the school or other group setting, but contains some valuable information for parents.

9. Government of Newfoundland and Labrador. (1997). Labour market focus: A guide for practitioners. St. John's, NF: Department of Human Resources and Employment, Labour Market Development Division.

As parents are very interested in employment forecasts and labour market trends, particularly provincial, this book is a worthy reference for parents.

10. Herr, E.L., & Cramer, S.H. (1996). Career guidance and counselling through the lifespan (5th ed.). New York: HarperCollins.

This is perhaps the most comprehensive and widely recognized work in the field of career development. This is an excellent resource for any project or research in career development. The chapters that focus on school age children include material about parental involvement and influences.

11. Jeffery, Gary H., & Lehr, Ronald F. Making connections: Career support for rural parents and their families. Ontario: Lugus Publications.

This provincially developed project, including video, facilitator guide and participant guide, was produced under the CAMCRY initiative to help

parents in rural Newfoundland help their children with career decision-making.

12. Kracke, B. (1997). Parental behaviors and adolescents' career exploration. The Career Development Quarterly, 45(4), 341-350.

This article presented findings and discussion of a study that examined the influence of parental education and behaviors on the career exploration of grade nine students who were attending German middle-track schools.

13. Kucker, M., Smith Rockhold, G., Bemis, D., and Wiese, V. (1998). Parents as partners in career education. Pierre, S.D.: South Dakota Curriculum Center.

This resource is a comprehensive compilation of materials on improving parent involvement in career education. Section one contains informative materials and exercises; section two provides information about labour market and occupational classifications; section three focuses on why parents should be involved; section four provides parents with materials to help them become and stay involved; barriers to parental involvement and ways to deal with them are considered in section five; and the final section contains a variety of charts, activities and additional references.

14. Lankard, Bettina A. (1995). Family role in career development. (ERIC Digest No. 164). Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED 389 878).

This digest examines the research on family influences on career development, the negative effects of parental influence, and describes implications for practice for parents and schools.

15. McDaniels, C. & Hummel. (1994). Parents and career education. Journal of Career Education, 10 (4). 225-233.

A valuable professional development article for facilitators of the series of parent workshops to acquire relevant background and ideas in preparation for delivery.

16. Montross, David H., Kane, Theresa E., & Ginn, Robert J. Jr. (1997) Career coaching your kids. Palo Alto, California: Davies-Black Publishing.

This book emphasizes the value of parental support and shows parents how to help rather than hinder their children's process of career discovery. The authors describe the developmental, career and parental tasks for various stages of child development, as well as hands-on tips, tools and practical exercises for helping children explore career options as they grow to independence. An excellent resource for parents with children aged six to twenty-six.

17. **Otto, Luther B. (1989). How to help your child choose a career. Today's youth and tomorrow's careers edition. Boulder, Colorado: Career Passports.**

This resource has been rewritten and updated, including new sections on rationale for parental involvement, women and work, population and labour force trends, and suggestions for parents. The book is organized into five parts: introduction and rationale; the changing society; the work world; additional schooling options; and options for learning while earning.

18. **Otto, Luther B. (1996). Helping your child choose a career. Indianapolis, IN: Jist Works.**

Practical advice and guidance is provided to parents about helping children plan for post-secondary opportunities.

19. **Shields, Charles J. (1988). How to help your teenager find the right career. New York: College Entrance Examination Board.**

Drawing from his experiences as a high school career counselor, Shields' comprehensive nine chapters intends to help parents encourage children to increase options for finding challenging and rewarding career directions. The author states that the emphasis in his book is on leading children to self-understanding in the area of career goals through

education and experience. The overall theme is that moving children toward career choices is a step-by-step, exploratory process.

20. Trusty, J. & Watts, R.E. (1996). Parents' perception of career information resources. The Career Development Quarterly, 44(3), 242-249.

This article presents a discussion of parents' perceptions of sources of career information that are available to their children. Methodology, results and implications for career development professionals are discussed. Overall, parents viewed professionals positively.

21. Young, R.A. (1994). Helping adolescents with career development: The active role of parents. The Career Development Quarterly, 42(3), 195-203.

This article contains suggestions for guidance counsellors and parents regarding the active role parents can play in the career development of their children. The author's discussion on the context of help and intentionality and meaning are particularly contributive.

APPENDIX B

List of Books, Articles and Websites reviewed during the Internship

(This list is supplementary to the resources included in both the *Review of Relevant Literature* and *References* sections, p. 42 and p. 90 respectively.)

Anderson, R.S., & Reiter, D. (1995). The indispensable counselor. The School Counselor, 42, 268-276.

Biard, B.N. (1999). The internship, practicum, and field placement handbook: A guide for the helping professions (2nd ed.). Upper Saddle River, New Jersey: Prentice Hall.

Clark, A.J. (1995). Rationalization and the role of the school counselor. The School Counselor, 42, 283-291.

Colbert, R.D. (1996). The counselor's role in advancing school and family partnerships. The School Counselor, 44, 100-104.

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Gelfand, D.M., Jenson, W.R., & Drew, C.J. (1997). Understanding child behavior disorders (3rd ed.). Fort Worth: Harcourt Brace College Publishers.

Golden, L.B. (1998). Case studies in child and adolescent counseling (2nd ed.). Upper Saddle River, New Jersey: Prentice-Hall, Inc.

Government of British Columbia. (1998). Kick the Nic 2000: Faciliator's guide and participant handbook. Victoria, British Columbia: Ministry of Health.

- Government of Newfoundland and Labrador. (1999). Programming for individual needs. Teaching students with learning disabilities: A resource for teachers. St. John's, NF: Department of Education, Division of Student Support Services.
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- Kennedy, W.J. (1998). Counselling in the new millenium: A post-modern perspective. Calgary, Alberta, Canada: Detselig Enterprises Ltd.
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Macbeth, F., & Fine, N. (1995). Playing with fire: Creative conflict resolution for young adults. Gabriola Island, BC: New Society Publishers.

Morgan, R.K. (1999). Case studies in child and adolescent psychopathology. Upper Saddle River, New Jersey: Prentice Hall.

Napierkowski, C.M., & Parsons, R.D. (1995). Diffusion of innovation: Implementing changes in school counselor roles and functions. The School Counsellor, 42, 364-369.

Nicoll, W.G. (1994). Developing effective classroom guidance programs: An integrative framework. The School Counsellor, 41, 360-364.

O'Brien, L. (1999). How to get good grades in ten easy steps. Dayton, OH: Woodburn Press.

Welch, I.D., & McCarroll, L. (1993). The future role of school counselors. The School Counsellor, 41, 48-53.

Wilgosh, L., & Sandulac, C. (1998, Fall). Reaffirming the importance of counselling and school psychology in the 1990's. The Alberta Counsellor, 24(2), 17-21.

Internet: Throughout the placement, the intern made extensive use of the Internet as a valuable median for current, relevant resources. These websites, among others, will continue to be a beneficial resource throughout the intern's career in counselling.

Adolescence Directory Online: <http://education.indiana.edu/cas/adol/adol.html>

American Psychological Association: <http://www.apa.org/>

Bishops College Guidance Page:
<http://www.bishops.ntc.nf.ca/Guidance/index.htm>

Canadian Career Consortium: <http://www.careerccc.org>

Career Development Manual from the University of Waterloo:
<http://www.adm.uwaterloo.ca/infocecs/CRC/manual-home.html>

Career Paths Online: <http://www.careerpathsonline.com/index.asp>

Child and Family Canada: <http://www.cfc-efc.ca/>

Contact Point: <http://www.contactpoint.ca>

CounselorConnection:
<http://www.uneg.edu/ericcass/CounselorConnection.html>

ERIC - The Educational Resources Information Center: <http://accesseric.org:81/>

Health Canada: <http://www.hc-sc.gc.ca>

Helping Your Child Series: <http://www.ed.gov/pub/parents/hyc.html>

Human Resources and Employment, Government of Newfoundland and
 Labrador: <http://www.gov.nf.ca/nlwin>

Information Resources Centre -HRDC: <http://www.nf.hrdc-drhc.gc.ca/irc>

Mental Health and Illness: <http://www.mentalhealthandillness.com/>

National Association of School Psychology: <http://www.naspweb.org/>

National Youth Internet Site: <http://www.youth.hrdc-drhc.gc.ca/>

News from the World of Psychology: <http://www.psycport.com>

Scholarships Canada: <http://www.ScholarshipsCanada.com>

School Counsellor's Association of NF & Lab:
<http://www.stemnet.nf.ca/Organizations/SCAN/>

School Finder: <http://www.schoolfinder.com>

School Psychology Resources Online: <http://www.schoolpsychology.net>

Stem~Net: <http://www.stemnet.nf.ca>

The Canadian Career Page: <http://www.canadiancareers.com/>

APPENDIX C

Description and Outline for Program Sessions

Outline for Session I

- **Introduction - self and parents; purpose and rationalization for the workshop series; how the three sessions will be facilitated; role of participants and facilitator; participatory nature of the workshops.**
- **Overview of workshop and materials.**
- **Administered the pre-program assessment instrument. Participants were asked to randomly select a two-digit number from a container of twenty previously written numbers. Participants were asked to include this number on the pre-program assessment and to use the same number when they complete the post-program assessment at the end of the third session, allowing the intern to match both forms.**
- **Solicitation of participant expectations. Parents were asked to share with the intern facilitator and the group expectations for the project. These were summarized and were referred to periodically throughout the remaining sessions.**
- **A comprehensive information and activity resource book, compiled by the intern specifically for the "Parents As Partners in their teen's career development project", was distributed to each parent. The intern discussed the intended use of this resource during the program, and began reviewing and completing some of the activities. The intern discussed pages two-six, and nine-ten. Participants completed an activity entitled "Job, Occupation, or Career", followed by considerable reflection and discussion of the concepts and parental activities.**

- The intern provided each participant with a complimentary copy of the "Teens and careers: A parent's guide" magazine. Time restrictions encouraged the intern to suggest that this resource be included in parents' personal libraries as valuable reading.
- The intern distributed an article entitled "Hot Jobs", generating meaningful discussion.
- Each parent was presented with a copy of resource produced by the Gander office of Human Resources Development Canada, entitled "Smart Moves". Parents were also asked to take one for their teenager. A 'homework' activity was assigned.
- A discussion of parent and teen communications. Parents were asked to reflect upon how they communicate with their teenage child/children, review the importance of this communication, and to share tips, tools and strategies to help both parents and their children make the most of communicating.
- Feedback and discussion.

Outline for Session II

- Comments and questions.
 - Feedback and discussion of homework activity and other readings.
 - Distributed an activity sheet concerning learning styles for later review.
 - Offered a small group activity on dispelling some career planning myths.
- Parents later shared their discussions with the larger group.

- Referred to the parent project resource book and briefly discussed labour market trends - why it is important to be familiar with the major trends that have been identified in the global economy; how to access and assess information; how to use this information wisely with your teenager; and local, provincial, national and international trends. Great parental interaction characterized the activity.
- Internet activity using the guidance link of Bishops College Web site. The intern developed a labour market activity worksheet comprised of twenty questions. Simple instructions were provided to assist the parents who were not familiar with accessing information using this median. Parents were invited to work in small groups of two-three. The group reflected on the correct responses. Four of the parents had never used the Internet and were elated with their accomplishment and with the vast amount of useful information available. Overall, this was a very successful activity.
- Offered the parent participants a copy of the Employability Skills Profile pamphlet from the Conference Board of Canada. Deliberated on what this means for their teenager.
- Extended to each parent a copy of *Canada Prospects 1999-2000: Canada's guide to career planning for people of all ages*, a free publication by the Canada Career Consortium federal partners. Parents were encouraged to take an additional copy for their teenager/s. Briefly reviewed the newsprint, with emphasis on the activity completed by all students of Bishops College during Canada Career Week. None of the parents knew about Career Week

or any of the activities that their son/daughter participated in. This lead to an engaging dialogue about parent and teenager communications.

- Career development activities to that work for you - large group sharing exercise.
- Feedback and discussion.

Outline for Session III

- Questions and comments.
- Offered parents a folder containing articles and activities for later review - interest inventory, budgeting activity, self-assessment activity, and a 2000 family career development calendar.
- Power-point presentation displaying two useful guidance homepage Internet links - Keirsey Personality Sorter and 10-Step Career Planning from CareerPaths Online.
- Referred to the section in the parent resource book that contains activities for parents to engage in with their teenager. Topics include career planning, decision making, communication, post-secondary investigation, resource gathering and assessing, networking, parenting a teenager, skills identification, attitudes and interests assessments, and labour market and trends. Dialogue and inquiry.
- Where to get information and assistance in the community, how to stay informed with your teenager and his/her school.

- Power-point presentation using the CHOICES computerized career program.
The intern devised an information/activity sheet for parents and invited them to visit the school to learn more about the program.
- Solicited a parent volunteer to 'perform' the Dr. Seuss storybook, Oh, the places you'll go! This provided a splendid conclusion to this career development initiative.
- Random draw for a copy of the resource, Career Coaching Your Kids.
- Reviewed the parent expectations offered during the first session.
- Summary and feedback.
- Administered the Post-Program Assessment instrument.
- Expression of appreciation and farewells.

APPENDIX D

Pre-Program Assessment Instrument

**"Parents As Partners in their teen's career development"
Bishops College, 3-session workshop**

Pre-program assessment

2 Digit #:

M **F**

To help ensure that these workshops will be a beneficial experience for you, I ask for your assistance in determining your current level of understanding of career development, whether you see yourselves as having an important role, what you recognize you are currently doing to help your son or daughter plan for their careers and your understanding of this so-called new world of work. I will be asking you to complete a similar feedback form at the end of the final session to determine if the project was successful in achieving the goals set out at the beginning.

Please answer each question truthfully. You do not have to give your name, but I will ask you to choose and include a two-digit number and to use the same number when you complete the second feedback form. This will allow me to match both forms. Thanks for your cooperation.

Please use the following chart and circle the most appropriate response for each question:

- 1 - Strongly Agree
- 2 - Agree
- 3 - Undecided
- 4 - Disagree
- 5 - Strongly Disagree

- | | | |
|----|---|-------------------|
| 1. | Parents have an important role in their teenager's career development. | 1 2 3 4 5 |
| 2. | The role of parents in helping in the career development process of their teen can be enhanced through information and resources. | 1 2 3 4 5 |
| 3. | Most of the career development guidance that my child needs can be provided by the school. | 1 2 3 4 5 |
| 4. | Teenage children need career direction and guidance from their parents. | 1 2 3 4 5 |
| 5. | I am familiar with the common myths surrounding career planning. | 1 2 3 4 5 |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 6. | I understand the distinction between the terms job, occupation and career. | 1 | 2 | 3 | 4 | 5 |
| 7. | I can help my son/daughter identify his/her interests, aptitudes and skills. | 1 | 2 | 3 | 4 | 5 |
| 8. | I have a good understanding of labour market information and trends and how to use this information in the career development process. | 1 | 2 | 3 | 4 | 5 |
| 9. | I feel competent in my ability to effectively access career-related information. | 1 | 2 | 3 | 4 | 5 |
| 10. | I am familiar with the post-secondary options available to my child and how to determine appropriate choices. | 1 | 2 | 3 | 4 | 5 |
| 11. | I can easily identify things that I do to help my teen with career planning. | 1 | 2 | 3 | 4 | 5 |
| 12. | I am actively involved in my child's career development. | 1 | 2 | 3 | 4 | 5 |
| 13. | Bright, academically able students usually need less involvement from parents for career planning. | 1 | 2 | 3 | 4 | 5 |
| 14. | Once my child decides what to do after high school, my level of involvement in their career planning will lessen. | 1 | 2 | 3 | 4 | 5 |
| 15. | I feel confident in my current level ability to help my teen with career planning. | 1 | 2 | 3 | 4 | 5 |
| 16. | Being better informed about career information and resources will help me feel more confident in my ability to help my child with career development. | 1 | 2 | 3 | 4 | 5 |
| 17. | Talking about career development with other parents of teenage children will likely increase my confidence level in my role in this area. | 1 | 2 | 3 | 4 | 5 |
| 18. | I communicate effectively with my teenager as it relates to career development. | 1 | 2 | 3 | 4 | 5 |
| 19. | It is important to verbally communicate with my teen about his/her future plans. | 1 | 2 | 3 | 4 | 5 |

20. It is important to share with my teen information about my own career development. 1 2 3 4 5
21. Effective communication between parent and teenager can help teens make wiser career choices. 1 2 3 4 5
22. Regardless of how well we communicate, my child will likely listen to his/her friends over me. 1 2 3 4 5

Please write down what you would like to get out of this workshop in order of most to less important.

APPENDIX E

**Post-Program
Assessment Instrument**

"Parents As Partners in their teen's career development"

Bishops College, 3-session workshop

Post-program assessment

Digit #: _____

Please use the following chart and circle the most appropriate response for each question:

- 1 - Strongly Agree**
- 2 - Agree**
- 3 - Undecided**
- 4 - Disagree**
- 5 - Strongly Disagree**

- | | | |
|----|--|-------------------|
| 1. | Parents have an important role in their teenager's career development. | 1 2 3 4 5 |
| 2. | The role of parents in helping in the career development process of their teen can be enhanced through information and resources. | 1 2 3 4 5 |
| 3. | Most of the career development guidance that my child needs can be provided by the school. | 1 2 3 4 5 |
| 4. | Teenage children need career direction and guidance from their parents. | 1 2 3 4 5 |
| 5. | I am familiar with the common myths surrounding career planning. | 1 2 3 4 5 |
| 6. | I understand the distinction between the terms job, occupation and career. | 1 2 3 4 5 |
| 7. | I can help my son/daughter identify his/her interests, aptitudes and skills. | 1 2 3 4 5 |
| 8. | I have a good understanding of labour market information and trends and how to use this information in the career development process. | 1 2 3 4 5 |
| 9. | I feel competent in my ability to effectively access career-related information. | 1 2 3 4 5 |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 10. | I am familiar with the post-secondary options available to my child and how to determine appropriate choices. | 1 | 2 | 3 | 4 | 5 |
| 11. | I can easily identify things that I do to help my teen with career planning. | 1 | 2 | 3 | 4 | 5 |
| 12. | I am actively involved in my child's career development. | 1 | 2 | 3 | 4 | 5 |
| 13. | Bright, academically able students usually need less involvement from parents for career planning. | 1 | 2 | 3 | 4 | 5 |
| 14. | Once my child decides what to do after high school, my level of involvement in their career planning will lessen. | 1 | 2 | 3 | 4 | 5 |
| 15. | I feel confident in my current level ability to help my teen with career planning. | 1 | 2 | 3 | 4 | 5 |
| 16. | Being better informed about career information and resources will help me feel more confident in my ability to help my child with career development. | 1 | 2 | 3 | 4 | 5 |
| 17. | Talking about career development with other parents of teenage children will likely increase my confidence level in my role in this area. | 1 | 2 | 3 | 4 | 5 |
| 18. | I communicate effectively with my teenager as it relates to career development. | 1 | 2 | 3 | 4 | 5 |
| 19. | It is important to verbally communicate with my teen about his/her future plans. | 1 | 2 | 3 | 4 | 5 |
| 20. | It is important to share with my teen information about my own career development. | 1 | 2 | 3 | 4 | 5 |
| 21. | Effective communication between parent and teenager can help teens make wiser career choices. | 1 | 2 | 3 | 4 | 5 |
| 22. | Regardless of how well we communicate, my child will likely listen to his/her friends over me. | 1 | 2 | 3 | 4 | 5 |

For each item, please circle the appropriate number for the answer that applies:

23. I found the workshop to be.....

| | | | |
|-------------|--------|-----------------|-------------------|
| 1 | 2 | 3 | 4 |
| Very useful | Useful | Not very useful | Not at all useful |

24. I felt _____ as a learner at this workshop.

| | | |
|-----------|--------------------|----------------------|
| 1 | 2 | 3 |
| Respected | Somewhat Respected | Not at all Respected |

25. I found the content to be delivered

| | | | |
|--------------|---------|------------------|--------------------|
| 1 | 2 | 3 | 4 |
| Very Clearly | Clearly | Not Very Clearly | Not at all Clearly |

26. I found the content of the **Parents As Partners** resource book to be

| | | | |
|---------------|----------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Very Relevant | Relevant | Not Very Relevant | Not at all Relevant |

27. Overall, I rate the workshop session as

| | | | | |
|-----------|------|---------|------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| Excellent | Good | Average | Poor | Very Poor |

28. I would recommend this workshop to other parents.

| | | |
|-----|----|-------|
| 1 | 2 | 3 |
| yes | no | maybe |

For the next three items, any feedback you have is appreciated.

- 1. What I liked best about this workshop:**

- 2. What I liked least about this workshop:**

- 3. Can you offer any recommendations to help improve this workshop?**

Additional comments:

Thanks for participating in this workshop and thanks for your feedback!

APPENDIX F

Letter of Permission to Conduct Research Avalon East School Board

Avalon East School Board

121

Suite 601, Atlantic Place
215 Water Street
St. John's, Newfoundland
A1C 6C9

World Wide Web Site: <http://www.aesb.k12.nf.ca>

Telephone: 709-758-2372

Facsimile: 709-758-2706

Confirmation of Permission to Conduct Research

Researcher: Ms. Glenda Jackson
Supervisor: Dr. Mildred Cahill, MUN
Research Topic: "Parents as Partners in Their Teens' Career Development"
Schools: Bishops College
Grades: Levels I and II
Date: May 9, 2000

Ms. Glenda Jackson, a graduate student in the Faculty of Education, Memorial University of Newfoundland, has received permission from the Avalon East School Board to implement a research project designed to help parents assist their teens with the career development process. Following three participant sessions with parents an assessment will be conducted which is voluntary on the part of parents. It is understood that:

- The researcher will provide a letter to teachers and principals briefly describing the research being conducted.
- Provision for confidentiality will be assured.
- Results of the project will be forwarded to District Office.



Elaine Crocker, Program Specialist (Research)

cc. Mr. Bert Tulk - Assistant Director Programs

Ms. Glenda Ritieff - Program Specialist Student Support Services

APPENDIX G

Letter of Informed Consent

Dear Parent/Guardian:

I am a graduate student in the Faculty of Education at Memorial University of Newfoundland. As part of the completion requirements for a Master's Degree in Educational Psychology, I am presently working as an Intern in the Guidance Department of Bishops College, under the direction of the guidance counsellor, Ms. Carolyn Tilley.

During the internship, I will be doing a research project focusing on the involvement of parents in the career development process of their teenage children. The project is based upon formal and informal research that supports the important role of parents in helping their teenager's career development. This research project is adapted from a workshop that the Intern has previously facilitated with parents of junior and senior high students. The project is a series of three 2-hour evening sessions for parents of Level I & II students. I am requesting your participation in this project at Bishops College.

The project, entitled "Parents As Partners in their teen's career development", is designed to assist parents learn more about the career development process of teenagers, myths about career planning, labour market, the 'new world of work', resources in the community and at school, and helpful strategies to help your teen engage in effective career planning. The sessions will also provide parents with the opportunity to network with other parents about helping teens make informed career decisions. Each parent will receive a comprehensive career information resource package, including a participant resource book.

All information gathered in this project will be strictly confidential and at no time will individuals be identified. I am interested in determining if parents will be more informed about selected aspects of career development and feel more confident about helping their teenager engage in effective career planning after participating in the three sessions. Participation is voluntary and you may withdraw at any time. This study has received the approval of the Faculty of Education's Ethics Review Committee. The results of my research will be made available to you upon request.

If you are in agreement with participating in this project, please sign below and return one copy to me at the school. The other copy is for you. If you have any questions or concerns, please do not hesitate to contact me at the school at 579-4107, ext. 233. You may also contact Ms. Carolyn Tilley, Guidance Counselor at Bishops College at the same number, Dr. Mildred Cahill, Supervisor, Faculty of Education at 737-6980, or the Associate Dean of Graduate Programmes and Research in Education at 737-8587.

Thank you for your consideration of this request to participate.

Sincerely,

Glenda Jackson

I, _____ hereby consent to participate in the research project undertaken by Glenda Jackson at Bishops College. I understand that participation is entirely voluntary and that I can withdraw my participation at any time. All information is strictly confidential and no individual will be identified.

Date

Parent's/Guardian Signature

Please complete this copy and forward to the school

I, _____ hereby consent to participate in the research project undertaken by Glenda Jackson at Bishops College. I understand that participation is entirely voluntary and that I can withdraw my participation at any time. All information is strictly confidential and no individual will be identified.

Date

Parent's/Guardian Signature

APPENDIX H

Parent's Guide to the Career Development Alphabet

Parent's Guide to the Career Development Alphabet

Accentuate your child's positive attempts.

Believe in your child.

Criticize sparingly.

Develop your child's interests by exploring different areas.

Experience with your child the results of his or her curiosity.

Field trips or weekend outings to museums, parks, theaters, exhibits, and other places enlarge a child's world.

Goals, both short-term and long-term, should be considered with your child's age.

Help your child with creative imagery through storytelling, role-playing and other activities.

Investigate alternatives and practice decision-making skills with your child.

Jell your child's interpersonal skills through interaction with people of varying ages.

Know that your child is unique, one of a kind, with his/her own individual identity.

Link present learning to future needs.

Motivate your child by being a positive role model.

Network your child's world with the "outside world" of the community.

Orient your child to become a lifelong learner.

Prepare your child to see mistakes as attempts that need improvement.

Qualify your child's weaknesses through a balance of his/her strengths.

Resist the urge to impress your ambitions upon your child.

Strengthen your child's basic academic skills at home.

Teach your child to be practical, dependable, and honest.

Use your time with your child as a precious commodity.

Value your child's observations. Remember that communication involves both seeing and listening.

Wise parenting includes knowing when to let go.

Xenophobia, the fear of strangers, will limit a child's opportunities for career success.

You will make the difference in your child's self-esteem.

Zeal for work, and play will help your child grow.

(From Kucker, M., Smith Rockhold, G., Bernis, D., and Wiese, V. (1998). Parents as partners in career education. Pierre, S.D.: South Dakota Curriculum Center.)

APPENDIX I

Ten Truths of Parent Involvement

Ten Truths of Parent Involvement

1. All parents have hopes and goals for their children. They support their children's efforts to achieve these goals.
2. The home is one of several spheres that simultaneously influence a child. The school must work with the other spheres for the child's benefit, and must not push them apart.
3. The parent is the chief contributor to a child's education. Schools can either co-opt the parent's role or recognize the parent's potential.
4. Parent involvement must be a legitimate element of education.
5. Parent involvement is a process, not a program of activities. It requires ongoing energy and effort.
6. Parent involvement requires a vision, a policy, a framework and a consensus.
7. Parent's interaction with their own children is the cornerstone of involvement. A program must recognize the value, diversity, and difficulty of this role.
8. Most barriers to parent involvement are found within school practices, not within parents.
9. Any parent can be "hard to reach". Parents must be approached individually; they are not defined by gender, ethnicity, family situation, education, or income.
10. Successful parent involvement nurtures relationships and partnerships. It strengthens bonds between home and school, parents and educators, and school and community.

(From the National Community Education Association, 1996. In Kucker, M., Smith Rockhold, G., Bernis, D., and Wiese, V. (1998). Parents as partners in career education. Pierre, S.D.: South Dakota Curriculum Center.)

APPENDIX J

The Upstream Philosophy

The Upstream Philosophy

There is a fable concerning three people who were having a picnic beside a river. As they were enjoying their lunch in the sunshine, one looked up to see a child floating down the river. Immediately he heaped in and brought the child ashore. As he did so, his companions saw two more children helplessly bobbing in the water. Upon diving in to bring them out, they were dismayed to find still three more children in the river. Very quickly, they realized the river was alive with struggling children in need of rescue. As they frantically worked to save as many children as possible, one of the three suddenly left the water and began to run upstream along the bank. Seeing this, the others shouted after him in alarm: "Where are you going? Come back, we must help these children!". Continuing to run, he yelled, "You do the best you can there. I'm going up the river to try to stop them from falling in".

(Journal of Career Planning and Employment, 1(4), Summer, 1991, p.42)



