



Career Development Program

COUC 522: Career Development and Counseling
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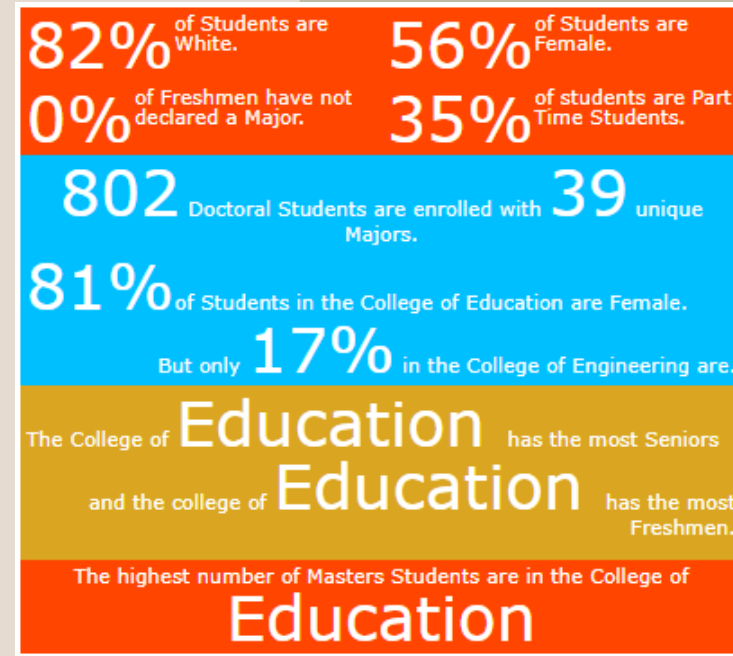
Introduction

- Setting: Utah State University
- Summary of program: This program will help guide undergraduates towards a career path. Many students choose a major based on general interests, but do not know what specific careers are viable options for them, leaving them with a sense of insecurity. This program will enhance their outlook on a career path by providing group counseling and incorporating technology interventions to identify a variety of possibilities utilizing their interests, skills, abilities, personality, economic needs, values, etc. Counseling will explore John Holland's Theory and Types of Person-Environment Interactions and John Krumboltz's Learning Theory of Career Counseling. Technology interventions will be O*NET Interest Profiler, O*NET My Next Move, and the U.S. Bureau of Labor Statistics Occupational Outlook Handbook.



Introduction

Characteristics of participants: Individuals of all genders who exhibit career indecision and are struggling to find a career path. Generally, this tends to be undergraduates either with or without a declared major.



Enrollment by Race

White	22903
Hispanic of any race	1834
Unspecified	1116
Two or More Races	688
Non-Resident Alien	431
American Indian or Alaskan Native	397
Asian	283
Black or African American	207
Native Hawaiian or Pacific Islander	84

Enrollment by Level

Senior	6280
Freshman	5386
Sophomore	4467
Junior	4413
U Unclassified	4289
Masters	2017
Doctoral	802
G Unclassified	289

Enrollment by Gender

F	15594
M	12349

Enrollment by Graduate/UnderGraduate

UG	24835
GR	3108

Enrollment by Full/Part Time

F	18038
P	9905



Rationale

- There is an increase in insecurity among undergraduates as shown in a career well-being survey given on a voluntary basis to undergraduates by their academic advisor
- Individuals scoring 23 points or higher (5-point scale) on the following items are candidates for this comprehensive intervention program:
 - Uncertain about their occupational future
 - Sense of unrest regarding career path
 - Sense of unrest associated with feeling under-informed about career options that fit their needs (skills, interests, abilities, personality)
 - Lack of ability to obtain additional career information
 - Pressure to identify their “forever” career choice
 - Feeling of urgency to commit to one career in fear of wasting precious time
- This data is used to screen individuals for counseling and other program interventions
- Male and female undergraduates at Utah State University with a score above 22 on the needs assessment (well-being survey) are targeted to benefit from this program



Rationale

- Participants will take Krumboltz's Career Beliefs Inventory (Niles & Harris-Bowlsbey, 2021) to help identify problematic career beliefs.
- Based on results, group or individual counseling can provide cognitive restructuring and reframing of these self-defeating beliefs.
- Contributing factors for program needs:
 - Career indecisiveness has an important influence on one's career decision-making process (Zhang et al., 2022).
 - Counselors can promote career decision self-efficacy and lower career choice anxiety by enhancing individuals' emotional intelligence and daily positive affect (Park et al., 2019).
 - Students are shown to have difficulty in categories such as lack of readiness, inconsistent information, and lack of information (Boo & Kim, 2020).



Program Standards

American School Counselor Association (ASCA) Mindset and Behavior Standards

- Mindset Standard 6 (M 6): Understanding that postsecondary education and lifelong learning are necessary for long-term success
- Behavior Learning Standard 7 (B-LS 7): Long-and short-term academic, career and social/emotional goals
- Behavior Self-Management Standard 10 (B-SMS 10): Ability to manage transitions and adapt to change

National Career Development Guidelines Framework

- Personal Social Development Domain, Goal 3 (PS 3): Integrate growth and change into your career development
- Career Management Domain, Goal 2 (CM 2): Use a process of decision-making as one component of career development
- Career Management Domain, Goal 3 (CM 3): Use accurate, current, and unbiased career information during career planning and management



Learning Objectives

At the end of six sessions, students will be able to...

- Understand that lifelong learning, in college and beyond, is an integral part of their long-term success
- Access resources as tools to provide accurate, current, and unbiased career information for planning and management purposes
- Use the tools provided as part of the decision-making process of career development
- Apply this knowledge by developing short- and long-term social-emotional, educational, and career goals
- Manage and adapt to the transition from college to career readiness and integrate it into their career development



Career Development Interventions

Identification of participants

- Academic Advising career well-being survey
- Score of 23 points or higher

John Krumboltz's Learning Theory of Career Counseling

- CBI
- Planned Happenstance

John Holland's Theory and Types of Person-Environment Interactions



Career Development Interventions

Occupational Information Network (O*NET) Interest Profiler
(National Center for O*NET Development, 2023).

O*NET My Next Move

U.S. Bureau of Labor Statistics Occupational Outlook Handbook.



Delivery

- Academic Advisors
- Career well-being survey
 - Via academic advising portal or career counseling department
- Career counselors
- Six one-hour sessions



Delivery

Session 1

- Review of career well-being survey
- Discussion of the program (group counseling, norms, confidentiality)
- CBI

Session 2

- CBI data results
- Group counseling

Session 3

- Continue group counseling

Session 4

- O*NET Interest Profiler
- Explanation of Personality Types and work environments
- Assignment

Session 5

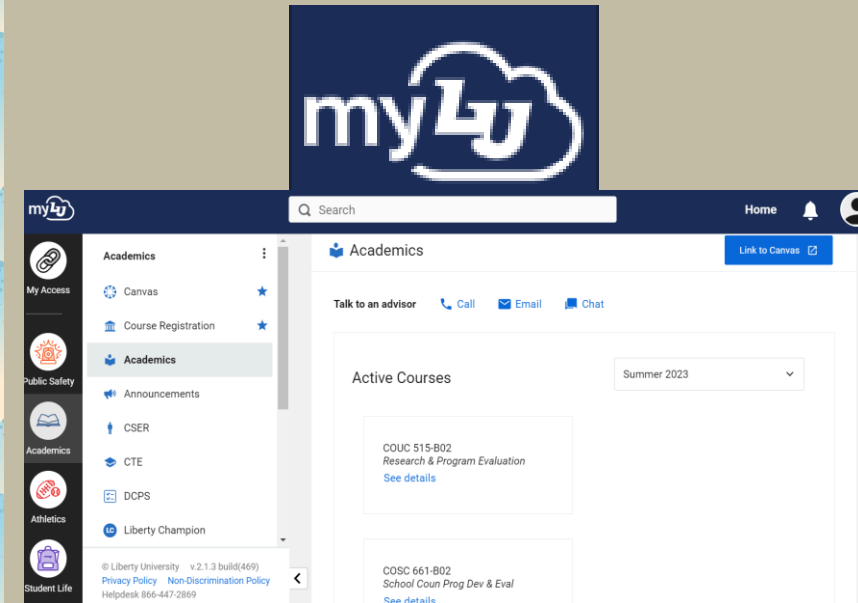
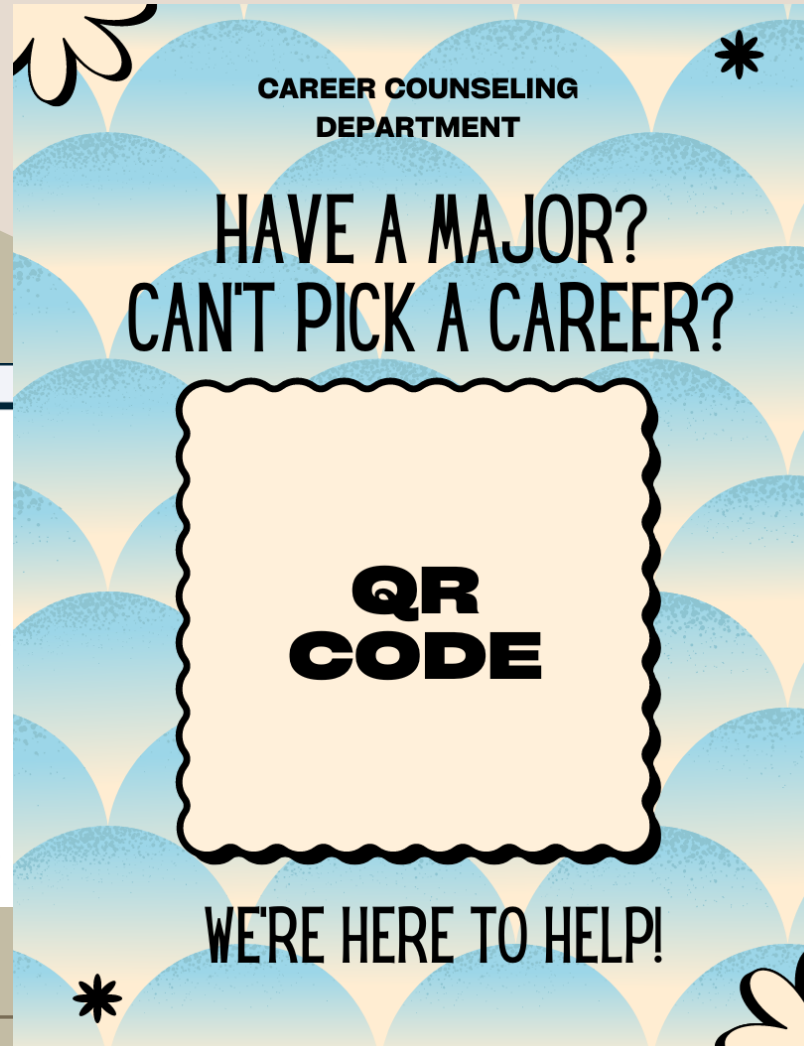
- My Next Move
- Occupational Outlook Handbook

Session 6

- Next steps beyond this intervention program
- Closure



Program Marketing



Resources and Costs

- Input by academic advisors
- Group counseling space
- Counselors
- IT assistance for marketing purposes
- Make pamphlets (or print shop)

BUDGET

Resources	Cost
Academic Advisors	Salary already in university budget
Counselor	6 hours of sessions 3 hours of prep 9 hours @ \$50=\$450
IT Assistance	Salary already in university budget
Color Ink	\$50.00
Ream of paper	\$40.00
Printer	\$400.00
Computers (<u>although</u> students can bring their own or we can go to the computer lab)	\$850.00 x 10= \$8,500.00
Office Space	\$400 per month
	Total: \$9,840.00 Or \$1340 without computers



Evaluation

- Career well-being survey
 - Has their well-being increased?
- Career development program survey – were the objectives met?
 - Understand that lifelong learning, in college and beyond, is an integral part of their long-term success
 - Access resources as tools to provide accurate, current, and unbiased career information for planning and management purposes
 - Use the tools provided as part of the decision-making process of career development
 - Apply this knowledge by developing short- and long-term social-emotional, educational, and career goals
 - Manage and adapt to the transition from college to career readiness and integrate it into their career development

Objective	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel uncertain about my occupational future.					
I feel a sense of unrest regarding my career path.					
This sense of unrest may be associated with feeling under-informed about career options that fit my needs.					
I have a lack of ability or resources to obtain additional career information.					
I feel pressure to identify my forever career choice.					

Objective	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand that lifelong learning, in college and beyond, is an integral part of their long-term success.					
I can access resources as tools to provide accurate, current, and unbiased career information for planning and management purposes.					
I can use the tools provided as part of the decision-making process of career development.					
I can apply this knowledge by developing short- and long-term social-emotional, educational, and career goals.					
I have the skills to manage and adapt to the transition from college to career readiness and integrate it into their career development.					



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Career Self-Assessment and Exploration

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I have no known conflict of interest to disclose.

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Abstract

Occupational choice affects every individual in the working world. Individuals have diverse values, worldviews, interests, and motives that contribute to their career of choice.

Unfortunately, people often find themselves in a less than ideal working situation which can impact their well-being. It is the goal of career counselors to help their clients navigate towards an occupation that serves the clients' interests and expectations while incorporating their values and belief systems. To accomplish this, counselors use a variety of tools to identify interests and explore occupations. For instance, the Occupational Information Network (O*NET), is online information source that utilizes an interest profiler, through self-assessment, to identify interests and how it relates to the world of work. Furthermore, O*NET provides detailed information on hundreds of jobs and the skills, knowledge, education, and personality types best suited for these careers. Among other useful items, it also identifies the overall economic job outlook of these careers and how prevalent they are in one's area. After using tools such as O*NET, I have identified specific career interests, such as art therapy, and realize the practical applications of tools such as this in the field of counseling.

Keywords: career, counseling, job planning, ONET, occupation exploration

Career Self-Assessment and Exploration

Career counseling can be intricate and necessitates detailed planning. Thankfully, online resources such as the Online Information Network (O*NET), offer a plethora of career guidance, for both the counselor and the client. Not only does O*NET provide a self-assessment to identify career interests, but it produces a comprehensive list of careers to explore while noting needed skills, knowledge, and education level. This allows career counselors insight into clients' interests to provide practical applications in the most effective and ethical manner.

Career Self-Assessment

Career Instrument Results

Various career instruments can be employed to help determine a career path for individuals. Instruments I have used are the O*NET Interest Profiler, the Value Sort activity, and Spiritual Discernment Decision-Making Factors Survey.

O*NET Interest Profiler

After taking the O*NET Interest Profiler self-assessment, I discovered I was highest in the social and artistic categories, both scoring 26 points. The was followed by investigative (18), enterprising (11), conventional (10), and realistic (9). According to the National Center for O*NET Development (2023), social interests include people who enjoy working with people and helping them learn rather than working with machines or objects. The artistic category is rather self-explanatory. Those who score high in this section tend to be creative and enjoy the artistic side of life. Following a set of rules tends to be undesirable. Those who have investigative interests lean towards careers that help develop ideas and use critical thinking instead of physical activity. Another category includes those that are enterprising. Enterprising individuals enjoy taking action as it applies to business ventures. Leading people, making tough decisions, and

taking risks is their forte. Individuals who show conventional interests like procedures and routines. They are detail oriented and would prefer to follow a leader than be one. Finally, those that show realistic interests excel at work that is hands-on and practical. They typically work with machines, animals, plants, and are often found outside.

The basis of O*NET's interest profiler is derived from John Holland's theory of Types and Person-Environment Interaction. His model is rooted on four basic assumptions which include the idea that personalities and environments can be categorized as realistic, investigative, artistic, social, enterprising, and conventional; people search for environments that suit them best; and a person's behavior is influenced by the interaction of their personality and the characteristics of the environment (Niles and Harris-Bowlsbey, 2021).

Of the six vocational personality types, my top three include social, artistic, and investigative. Those with a social personality tend to use information about others to guide or enlighten them. They excel in human relations and tend to avoid mechanical and scientific endeavors. Social individuals are described as kind, sympathetic, patient, tactful, understanding, responsible, and warm. Among other careers, these people tend to work in the mental health field, as a speech therapist, or a teacher.

Another high scoring personality type was artistic. Those scoring high in this category tend to prefer unstructured environments free from systematic order. They utilize various materials to create art and are often skilled in language, writing, as well as the visual and performing arts. Artistic careers include anything in the field of art, but also writers and interior designers. These individuals can be complicated yet imaginative, and show characteristics such as impulsive, expressive, intuitive, and idealistic.

I ranked third highest in the investigative category. Unlike artistic types, investigative types prefer systematic activities. In addition, they are observational and use this trait to delve into physical, biological, and cultural phenomena. Occupational fields may include jobs in the sciences like a biologist, anthropologist, or medical technologist. Investigative types are considered analytical, intellectual, introverted, rational, curious, and sometimes pessimistic.

Given that my top personality types were social, artistic, and investigative, the O*NET interest profiler identified a slew of professions in the education and mental health fields. This makes sense since I am currently a school counselor and formerly an elementary school teacher. Two specific professions that stood out among the list were art therapy and mental health counselor. Art therapy coincides with the artistic and social trait factors. Mental health counselor also falls into the social personality type.

Value Sort Activity

The Value Sort activity is intended to help identify what we value the most. Using the list of values, we were directed select the ten most important values for behavior or way of life. Ten values that I selected were affection (love and caring), community, economic security, faith, freedom, helping other people, honesty, integrity, responsibility and accountability, and well-being. As if that weren't difficult enough, I then had to omit five values from my list, then simplify it to the three most important values of affection, faith, and well-being.

I believe showing affection, which includes love and caring, is an essential component of overall well-being. Many other values cannot exist without the element of affection. For instance, people serve their community to show that they care by sharing in the responsibility. If one values honesty, they do so because they care about other individuals and their own integrity.

Finally, cooperation, family, friendships, loyalty, public service, and quality relationships could not exist without the care and affection of others.

This notion that affection can be found in many other values holds true for well-being, too. According to Merriam-Webster, well-being can be defined as the state of being happy, healthy, and prosperous (n.d.). If this is a value that one seeks to encompass, invariably many other values will follow. Overall well-being helps ensure certain values like economic security, growth, friendships, close relationships, inner harmony, job tranquility, nature, pleasure, serenity, stability, and so many more.

Eventually, this list was whittled down to the one most important value: faith. “Faith is the substance of things hoped for” (*King James Bible*, 1769/2017, Hebrews 11:1). Without my faith, there is nothing else. If we live a life without faith in ourselves, we have no motivation, no standards, and no means for commitment to any one thing. If we have no faith in others, we cannot build meaningful relationships, community, or an overall sense of purpose. It is the driving force in our lives, it strengthens us, it is our salvation, and “For with God, nothing shall be impossible” (*King James Bible*, 1769/2017, Luke 1:37).

Spiritual Discernment Decision-Making Factors Survey

Determining what professional path to take in life can be daunting, and as time progresses, options seem to be ever-increasing. While there is no formula for perfect decision-making, there are factors to help with the process. Dennis Horton expanded on Garry Friesen’s approach to decision-making in accordance with God’s will (Horton, 2009). He emphasized various schools of thought including the Bull’s Eye, Wisdom, and the Relationship-Formation approaches. To determine which approach works best for individuals, it’s necessary to consider a multitude of decision-making factors. Significant factors he listed that are important to me are

depending on a sense of peace from the Holy Spirit, praying for wisdom to make godly decisions, using common sense, and considering personal strengths, talents, gifts, and abilities. For an overall sense of well-being, I feel all these factors need to work in unison to feel as though the best decision has been made.

The approach that fits my decision-making process the best is the Bull's Eye approach. This happens to be one of the more favored approaches and simply suggests that God has a perfect plan for us and attempts to reveal His plan over time. Once we identify the detailed plan He has made for us, we are expected to simply follow through with it. As humans, we may deviate from His intentions, but the goal is to hit the bull's eye by making the right decision according to His will. Although we may not know if we're on the right track, prayer often brings inner peace and guides us in the right direction when we're willing to listen. This approach adheres to a couple of the decision-making factors that are important to me: sense of peace with the Holy Spirit and pray for wisdom to make Godly decisions.

Personal Reactions

Taking the O*NET Interest Profiler, identifying guiding values in the Value Sort activity, and noting important characteristics in the Spiritual Discernment Decision-Making Factors survey has been enlightening. Through the O*NET Interest Profiler I was able to identify specific personality traits that can be used to determine an occupational best fit. I was identified as social, artistic, and investigative. This did not come as a surprise. Thankfully, the results indicated that I should be a teacher, which I was for 20 years, or a mental health professional. This is my first year as an elementary school counselor. It is encouraging to know that I am on the right path as it pertains to obtaining my professional school counselor's license. However, the Value Sort activity was a bit more challenging. Locating ten values was not a problem, and even

identifying the one most important value was not an issue. Narrowing it down to the three most important values was the most difficult. Lastly, utilizing the Spiritual Discernment Decision-Making Factors survey was helpful in identifying that the Bull's Eye approach is best suited for my personal method for decision-making.

As stated, after taking the O*NET Interest Profiler that is based on Holland's theory of Types and Person-Environment Interaction, my scores indicated I am social, artistic, and investigative. For the most part, as the social characteristics imply, I tend to be cooperative, kind, friendly, patient, tactful, responsible, understanding, and helpful. However, I am not sure I am generally characterized as convincing. Although most people would consider me social, I feel I have introverted tendencies. I often feel drained after large functions, avoid group assignments, and feel anxious in crowds or if I have to speak in front of a large group. I can be idealistic, but with age comes reality, so calling myself idealistic at this point is questionable.

Holland's traits of an artistic type that are completely applicable to me are complicated, imaginative, and introspective. I teeter on emotional, intuitive, independent, open, and idealistic. I can be emotional, but I am good at hiding it. I am intuitive but frequently question it. I am more than capable of being independent, but I dislike isolation. I am open, people can generally read me like a book, but I harness the things that matter for an extremely close few. Other characteristics that do not describe me at all are disorderly, impractical, nonconforming, and original.

Holland described the investigative types as those that have scientific and mathematical tendencies. As he stated, I do have an aversion to repetitive activities, and I enjoy observing phenomena and considering their implications. Interestingly, although I disliked science and math in every course I have ever taken, I thoroughly enjoyed teaching both as an elementary

educator. Characteristics that apply to me are analytical, modest, cautious, complex, introverted, precise, methodical, rational, and reserved. Conversely, other traits that certainly do not apply to me are pessimistic and critical. Although I can see some relevance to the traits of intellectual, curious, and independent, I would not use those specific words to describe my personality.

After reading Horton's Spiritual Discernment passage, I realize my perspective has radically changed since my late teens and early twenties. At that time, I would not have fallen into any *spiritual* discernment approach detailed by Horton. I may have prayed, as a last-ditch effort for clarity and to quell my anxiety, but for the most part I relied on happenstance and what I thought was a good fit between my own desires and for my family's economic and emotional security. Now, I understand that He has a plan, and we all have our role in it. Thankfully, I have not strayed from this plan, and I believe my values, though previously Godless in thought, were always promoted by His will. I did not know it at the time, but he was holding my hand and leading me. "For I the Lord thy God will hold thy right hand, saying unto thee, fear not; I will help thee" (*King James Bible*, 1769/2017, Isaiah 41:13).

Evaluation of Instruments

When evaluating the O*NET Interest Profiler, I liked how it reminded individuals to simply consider whether they would enjoy engaging in certain tasks or not, rather than contemplating their earnings or required education. The questions seemed straight-forward, unbiased, and relevant to all genders and ages. I took the assessment on three separate occasions, and although my scores were marginally different, my top three personality types were always the same. I believe the slight deviation was simply my mood at the time. When utilizing the Value Sort activity and the Spiritual Discernment survey, I immediately recognized that my

choices would be different when I was younger. However, though we change over time, I still felt it provided an adequate assessment of where I am now, as it would if I took it in my twenties.

Conceptualization

The overall implications of these self-assessments are fascinating. There are many overlapping characteristics among Holland's personality types, yet quite a few that contrast. My top three scores were social, artistic, and investigative. Idealistic is a similarity among social and artistic types. However, investigative individuals are rational, methodical, and analytical. That being said, artistic and investigative types are similar in the sense that they are complicated and complex. Yet investigative types are methodical and prefer systematic activities while artistic types prefer unsystematized activities. Investigative people have an aversion to persuasive and social activities while social people are convincing and prefer social activities. To consolidate these findings in a work environment that suits social, artistic, and investigative types, I think I'm in the appropriate career position. As an elementary school counselor, I have the freedom to be creative and social with the students I serve. I am not beholden to repetitive work that investigative types dislike, but within my role there are protocols and systems in place. In my role I am analytical like investigative types, but I am also patient and understanding like a social type. Holland's assessment confirmed I am on the right path for my personality and interests.

I recently made the leap from sixth grade teacher to elementary counselor. Part of my decision-making process included prayer, feeling at peace with the Holy Spirit, and considering my own strengths and abilities. This is what Holland referred to as the bull's eye approach but with a hint of the pragmatic Christian wisdom emphasis. Although I loved being a teacher, there was a piece of me that disliked teaching the same content, reading the same essays, and performing the same assemblies year after year. I began to realize that it's the students I love,

connecting with them, helping them, laughing with them, and sharing their experiences. My personality type indicates that I avoid repetition. In counseling, I can be as repetitive or as creative as I want. There is flexibility in my job, which fits my personality.

Occupational Exploration

Once determined surveys and self-assessments are conducted, individuals have the opportunity to explore various careers suited to their personality types. Through O*NET, these careers are listed under five job zones: little or no preparation needed, some preparation needed, medium preparation needed, high preparation needed, and extensive preparation needed. The following occupational exploration details are based upon job zone five, extensive preparation needed.

Career Field and Occupation of Choice Introduction

The top three Holland types that emerged based on my interests were social, artistic, and investigative. Based on this self-assessment, the majority of occupations that emerged were postsecondary education opportunities in fields such as economics, psychology, history, and science. Other highly noted occupations were in the mental health field. Of the items listed, we will explore art therapy, O*NET SOC Code 29-1129.01 (National Center for O*NET Development, 2023).

The Nature of the Work

Art therapists are intended to have a positive impact on clients' overall well-being through creative activities while utilizing basic counseling skills. Skills required for this specific occupation include listening to others, asking meaningful questions, problem solving, and a high level of social perceptiveness and understanding. As an art therapist, a typical day entails designing sessions to incorporate effective self-expression through visual and creative art

activities to help the client cope with various situations that negatively influence their cognitive, physical, or emotional health. During sessions, therapists observe clients' reactions, document behaviors and progress, and employ counseling skills such as listening, confrontation, minimal encouragers, paraphrasing, and meaning making. Through these creative activities, art therapists analyze and synthesize client data to draw conclusions and offer recommendations based on their creative expression.

Working Conditions

Art therapist generally work in an office setting. In this controlled environment therapists work with clients face-to-face the majority of the time and experience a substantial amount of freedom to make their own decisions. On average, art therapists work 40 hours a week and are in regular contact with other team members and clients either in person or via phone or email. Although helping others and having the freedom to develop session objectives and activities is advantageous, there are aspects of art therapy that may be disagreeable to some. In this line of work, there is time pressure and possible stress related to conflict situations, importance of accurate decisions, and physically aggressive people.

Preparation and Qualifications

Most art therapists have a graduate degree or higher. It is expected to obtain at least a master's degree, and some even acquire a doctoral degree. Art therapists should have certain skills to be successful in the field. For instance, people in this career are skilled in seeing details, speaking clearly, listening and comprehending what others say, reading and understanding what is written, identifying presenting problems, and great communication and social awareness (CareerOneStop, 2023). Furthermore, it is helpful for art therapists to exhibit deductive reasoning to solve problems and inductive reasoning to make general rules or come up with

answers after receiving detailed information. These individuals are critical thinkers and value creativity.

Opportunities and Future Outlook

Although I could not find art therapy in the Occupational Outlook Handbook, it did state that the United States Bureau of Labor Statistics employment projections for therapists overall is at 11%, much faster than average (U.S. Bureau of Labor Statistics, 2022). For art therapists specifically, the Occupational Outlook Handbook directed me to the O*NET and CareerOneStop websites. According to CareerOneStop, job opportunities are very likely in the future. O*NET states that art therapy is expected to grow rapidly over the next few years and job openings are promising. Across the nation, this form of work will grow greater than eight percent between 2021-2031 with over 100,000 job openings.

Economic and Non-Economic Benefits

O*NET states that the median hourly income for therapists is \$28.61 hourly and \$59,500 annually. That is considerable growth from the entry level annual salary of \$37,010. As of 2021, there were 40,800 therapists employed nationwide with an expectation of 3,300 projected job openings between 2021-2031. Locally, in Utah, on average therapists make almost \$75,000 annually with an hourly rate of \$36.05, although entry level therapists make \$43,990. If one works in a small firm, insurance and other benefits may not be included. However, the larger the number of employees, the more likely insurance, vacation, and sick leave are paid factors.

Outside of monetary benefits, there are many personal benefits to this occupation. Art therapists build relationships by providing service to others in a non-competitive environment. This profession also gives individuals a sense of achievement as it is results oriented, allows them to use their own abilities and strengths, and provides a sense of accomplishment. In

addition, therapists have a sense of independence while making their own decisions with a strong sense of autonomy.

Disadvantages and/or Special Situations

Generally speaking, art therapists work in an environment that has a set schedule with regular business hours. However, there may be immediacy circumstances where a client may require special services depending in his/her temperament. Other disadvantages to this profession may include confrontation, conflict situations, and physically aggressive individuals. This is not the norm, but may be an issue over time. An advantage to art therapy is that it is not seasonal and doesn't typically require travel other than professional development opportunities. That being said, there is an element of pressure as therapists are expected to be accurate in assessment of clients, help with problem solving to positively affect clients' well-being, and consequences of errors are fairly serious.

Reflection

Overall, I am not completely surprised by self-assessment results. The majority of occupations O*NET listed were in the education field and I was a teacher for 20 years. The other dominant career field was in the mental health arena, and I am now working to obtain my professional school counselor license. The highest-ranking personality type for me was social. Although I often shy away from large groups of people, I also know that to feel a part of the community, I feel best when I interact with them. I am a helper by nature, which is a strong trait in social individuals. I also ranked high in the artistic category. This does not mean that I am great at drawing or painting, I am not, but I enjoy the arts and the freedom and creativity it brings to my life. It offers a level of independence that I need to feel autonomous. Finally, as an investigator, I thrive on data and deducing situations to problem solve and navigate towards a

solution. These traits fit with my career goal of being a school counselor. These self-assessments and career information surveys help in the decision-making process. For me, it helped reiterate that I am on the right path, and has acted as a motivator to continue pursuing my goal.

Practical Application

In the scenario, a 19-year-old Asian-American female is feeling uncertain about her major, is having trouble sleeping, and suffers from low energy and headaches. Her parents are encouraging her to receive her degree in engineering, but O*NET suggested nursing based on her social, conventional, and investigative personality types. She fears letting her parents down and is afraid her final decision may not be in God's will. As her career counselor I must consider how my personal position may influence how I address her concerns, what strategy I will use to ensure that I do not force my own values or personal positions on her, and what counseling techniques will be best to help her achieve her career planning goals.

Ethically speaking, I must be aware of how my own personal opinions may influence the counseling process. The American School Counselor Association (ASCA) Ethical Standards for School Counselors states that we have a responsibility to students by respecting their values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted one's religion, culture or ethnicity (ASCA, 2016). In addition, the American Counseling Association (ACA) Code of Ethics states that counselors are aware and avoid imposing their own values, attitudes, beliefs, and behaviors while respecting the diversity of clients especially when the counselor's beliefs are dissimilar to the client's (ACA, 2014). In this situation, I would ensure that I comprehend the emphasis she puts on family, their values, and honor her perspective while understanding that my own background may be inconsistent with her own worldviews.

In our text, *Career Development Interventions*, Byars-Winston and Fouad recommended that career counselors actively engage in self-reflective practices to increase their awareness of how our own biases and personal culture can impact the counseling process (Niles & Harris-Bowlsbey, 2021). Our clients are diverse, their background and cultures must be recognized when implementing career development interventions. One strategy I would implement is establishing a client-counselor relationship where we have a shared worldview. This approach emphasizes Carl Rogers's empathic understanding where counselors try to experience the client's world as if it was your own. This coincides with what is referenced in *Career Development Interventions* regarding Fischer, Jome, and Atkinson's four common factors in multicultural counseling: the therapeutic relationship, shared worldview, client expectations, and intervention (Niles & Harris-Bowlsbey, 2021). To ensure that I do not impose my own personal position, spiritual discernment, or values on the client I will strive to build a therapeutic relationship by sharing in her worldview.

While incorporating culturally responsive techniques, three specific counseling strategies I will use with this client include Holland's Theory Types and Person-Environment Interactions, expand on O*NET's results using CareerOneStop and/or the Occupational Outlook Handbook, and Horton's Spiritual Discernment for understanding God's will. First, I would guide the client to understand the data given by O*NET's results. It is not enough to merely take a self-assessment, but one must understand the implications of the self-assessment. Our client's results indicated that she is social, conventional, and investigative (SCI). This result indicates that she should consider becoming a registered nurse. It is helpful to understand an SCI's personality traits. Perhaps this will help her, and her parents, understand her O*NET results. It may be beneficial to research registered nursing through CareerOneStop and the Occupational Outlook

Handbook to identify job factors that are advantageous and disadvantageous to her wants and needs. Since there are high familial expectations and they have a strong influence on her decisions, it may be helpful to educate them as well, if she is inclined to. This resource will give her insight into median salary, job outlook, and availability in her area. I would also implement Horton's Decision-Making Factors survey. Based on the client's statement that she is afraid her decision may not be in God's will, this survey will help her identify spiritual factors that influence her well-being. As Horton stated, Christian students are aware of the influence God has on their lives but are often confused by what He wants them to do (Horton, 2009). After she takes the survey, she will have a greater understanding of guidelines to use regarding her spiritual decision-making process.

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