

George Mason University
College of Education and Human Development
College of Humanities and Social Sciences
Human Development and Family Science

HDFS 300.001 - Individual and Family Services Delivery
3 Credits, Spring 2020
Wednesdays 10:30am-1:10pm
Peterson Hall 1109, Fairfax Campus

Faculty

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Prerequisites/Corequisites

HDFS 200

University Catalog Course Description

Overview of human services delivery with a focus on families. Explores the historical and social contexts as well as the theoretical orientations of systems that shape delivery of services to families. Examines: 1) economic and cultural barriers that prevent families from gaining access to services; 2) social policy surrounding services for families; 3) ethical and legal issues in family services.

Course Overview

Not applicable.

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

This course is designed to enable class members to do the following:

1. Be knowledgeable about theories and methods of helping individuals and groups in various service settings
2. Be able to use ethical guidelines to make appropriate decisions
3. Understand and be able to apply knowledge about laws protecting clients' rights
4. Have the skills required to identify, find, apply for, and successfully carry out a human services internship
5. Be able to write a brief program/project/grant proposal with budget in spreadsheet format.

Professional Standards (National Council on Family Relations)

Upon completion of this course, class members will have met the following professional standards:

Families and Individuals in Societal Contexts - An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

Professional Ethics and Practice - An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice.

Required Texts

Martin, M.E. (2018). *Introduction to human services: Through the eyes of practice settings, 4th ed.* New York: Pearson.

Book Selection: (guidance to follow on selecting a book after the course begins)

Bourgois, P. I. (2003). *In search of respect: Selling crack in El Barrio.* Cambridge: Cambridge University Press.

DeParle, J. (2004). *American Dream: Three women, ten kids, and a nation's drive to end welfare.* New York: Penguin.

Desmond, M. (2016). *Evicted: Poverty and profit in the American city.* New York: Random House.

Kozol, J. (2006). *Rachel and her children: Homelessness in America.* New York: Random House.

LeBlanc, A. N. (2003). *Random Family.* New York: Scribner.

You can purchase the book(s) at the bookstore or online (e.g., Amazon or another book seller). In addition to the textbook, supplementary readings are uploaded as PDF files on our Blackboard site. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

This course uses Blackboard provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

Course Performance Evaluation

Class members are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

Assignments	Due Dates	Percentage of Grade
Attendance & In-Class Participation	Ongoing	20
Quizzes (2 @ 15 points each)	See Schedule	30
Book Group Presentation and Proposal	See Schedule	20
Career Mapping Assignment	See Schedule	30
TOTAL		100

Assignments and/or Examinations

I. Attendance and Participation (20%)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class as well as online activities will be evaluated based on the following criteria:

1. Class members attend class, arrive on time, and stay for the entire class period.
2. Class members complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
3. Class members are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions and in-class exercises, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
4. Class members show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

II. Quizzes (15 points each = 30% total)

There will be two take-home quizzes that will cover class lectures, notes, discussions, videos, and readings. The quizzes will not be cumulative.

III. Book Group and Class Presentation/Proposal (20%)

Purpose of Assignment: The purpose of this assignment is for you to think about the lived experiences of the individuals and families and the systems influencing their lives described in their chosen book and analyze the role human service workers and institutions played in the narrative. The purpose is also for you to learn more about family life in under-resourced

and marginalized communities and to examine and consider the ways in which you would intervene based on the best practices delineated throughout the course.

For this assignment, groups will read one of five books and form Book Club groups. Each group will determine how the book will be reviewed by members in order to thoroughly respond to the questions for the presentation.

Class members are asked to react to the book, to the characters and families described, and to the ways in which the individuals and families are impacted by the policies and practices in place to respond to their needs. Groups will share their analyses and reflections during class presentations. Groups will also be asked to propose an intervention. We will discuss this assignment in great depth in class.

Group presentations should include:

- 1) **Book Overview:** A brief description of the book, the main characters, and the human service systems/institutions that were prevalent in the book. What are your reactions to this book overall? What parts of the narrative stood out for you the most and why? Select 4-5 significant events and/or statements in the book and explain their importance to your group and this course. The page number(s) should be noted in presentation.
- 2) **The Role of Human Service Systems/Institutions:** Identify and describe three human service systems/institutions that were prevalent in the lives of family members. Explain the roles played and whether you thought the system/practitioner was culturally competent, attuned and responsive to individual and familial needs within the context of prevailing systems influencing their lives.
- 3) **Planning Effective Service Delivery:** Next, discuss at least one intervention strategy that you would employ to support the well-being and health of an individual and/or a family and/or institution described in the book. This intervention should be based on evidence and best practices discussed throughout the course and in the research literature. How would you implement this strategy? What would it take to implement (cost, personnel, community partners)? How would you know if you were making a difference? Outcomes? Impacts? You can utilize a registry for evidence-based programs to choose a program to explore interventions. Here are a few registries:
 - SAMHSA Evidence-Based Practices Resource Center - <https://www.samhsa.gov/ebp-resource-center>
 - Evidence- Based Teen Pregnancy Prevention Programs at a Glance <https://www.hhs.gov/ash/oah/sites/default/files/ebp-chart1.pdf>
 - Justice-related programs and practices <https://crimesolutions.gov/Programs.aspx#Programs>
 - Center for Evidence-based Solutions to Homelessness Evidence Base <http://www.evidenceonhomelessness.com/evidence-base/>
- 4) **Reflections:** Utilizing concepts from class lectures, discussions, and/or readings (i.e., theory and intervention, self-aware professionals, case management and counseling, etc...), analyze and reflect upon your assumptions and beliefs about families in under-resourced

neighborhoods and how your perspective has changed (or not) as a result of reading this book. You can feel free to use current news stories or articles from reliable sources to support your group's reflections.

IV. Career Mapping in Family Services (30%)

Purpose of Assignment: This assignment is designed to help you explore your career goals through self-reflection and discussions with experts in the field, as well as prepare for related internship(s) and their career beyond undergraduate studies. You will not only consider your desired careers but you will spend time interviewing individuals in related positions. Moreover, you will begin to search for your internship as well as prepare your cover letters and resumes.

Instructions: Complete each of the 10 sections as instructed (see attached). It would be helpful for you to create a checklist or table of contents to ensure all sections are included in your submission.

V. Extra Credit Opportunity – Internship Information Fair Reflection (1 point)

Your attendance and engagement during the internship fair will count toward your class participation for March 18, 2020. To receive the extra credit, you may write a one-page reflection on your experience and insight gained from the participating in the fair. You should reflect on any or all of the following:

- What was the most interesting information you learned about services available to children and families in the DMV area and why?
- After meeting with agency representatives, please identify two agencies you would like to consider interning with and explain why you chose those.
- How might the internship fair be improved? Please offer any recommendations you might have with respect to preparation or information given to you in order to engage with agency representatives effectively, the agencies represented, information given on facilitating the internship process, and/ or logistics, etc.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, you should have another person proofread their work. When in doubt, check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. You may consult the Writing Center for additional writing support.

When writing, class members will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Policies

97-100	A+	87-89	B+	77-79	C+	60-69	D	Below 60	F
93-96	A	83-86	B	73-76	C				
90-92	A-	80-82	B-	70-72	C-				

All CEHD/CHSS undergraduate and graduate class members are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>

Professional Dispositions

Class members are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/class_members/policies-procedures/

Class Schedule

Week/Date	Topic	Readings and Assignments DUE
Introduction to Human Services		
WEEK 1 Jan 22	Introduction to the Course and Each Other; Syllabus Review <ul style="list-style-type: none"> • Please read over syllabus carefully and ask questions for clarity as needed • Check Blackboard • Introduce yourself to class Introduction to Individual and Family Services Delivery <ul style="list-style-type: none"> • Ecosystemic Theoretical frameworks and approaches • Careers in HDFS <ul style="list-style-type: none"> • Discuss Career Mapping Assignment 	READ: Syllabus READ: MM: Chapter 1 Moffat (2011) BB
WEEK 2 Jan 29	The History and Evolution of Social Welfare Policy and Services <ul style="list-style-type: none"> • Roots of social welfare, emerging issues 	READ: MM: Chapters 2
WEEK 3 Feb 5	Ethics, Values, Skills, and Intervention Strategies <ul style="list-style-type: none"> • Cultural Humility and Cultural Competence • Reflexivity and Critical Consciousness 	READ: MM: Chapters 3 READ: Tervalon & Murray-Garcia. Cultural Humility (on BB) Leticq (2019). Family Privilege (on BB)
WEEK 4 Feb 12	Ethics, Values, Skills, and Intervention Strategies (Cont'd) <ul style="list-style-type: none"> • Generalist practice • Ecosystemic Resilience • Trauma-Informed Care • Professional ethics • Career Mapping Checkpoint 	READ: MM: Chapter 4 Waller (2010). Ecosystemic Resilience (on BB) Bath (2008). Trauma-Informed Care. Hopper et al. (2010). Trauma-informed care and homelessness. Feb 12: TAKE HOME QUIZ Feb 18: Quiz 1 DUE by 11:59PM on BB
Human Services across Populations and Societal Institutions		
WEEK 5	Child and Adolescent Services	READ:

Feb 19	Human Services in Public Schools	MM: Chapters 5-6, 11 Burton. (2007). Childhood Adulthood (on BB)
WEEK 6 Feb 26	Mental Health Services Housing and Homelessness	READ: MM: Chapters 8-9 Hopper et al. (2010)

WEEK 7 Mar 4	Human Services with Older Adults Medical, Health Care and Hospice	READ: MM: Chapters 7, 10 DUE: Book Club Selection/Groups Assigned
WEEK 8	Spring Break – Enjoy! March 9 – March 15	
WEEK 9 Mar 18	Violence, Victim Advocacy and Corrections Review for Quiz 2 Internship Information Fair 11:00 am – 12:30 pm Meet in Class – Class members will be dismissed to attend Fair at 11:00 am.	READ: MM: Chapters 13 March 18: TAKE HOME QUIZ 2 March 24: Quiz 2 DUE by 11:59PM on BB ***Extra Credit Opportunity – Student Reflection on Internship Fair – 1 point*** DUE By March 24 by 11:59 PM on BB
WEEK 10 Mar 25	Rural Human Services	READ: MM Chapter 14 <i>Life in Rural America</i> Report On BB Reminder READ & Group Work: Book Club
WEEK 11 April 1	Faith-Based Organizations International Human Rights and Human Services Human Services Wrap-Up • Career Mapping Checkpoint	READ: MM Chapter 12, 15 Reminder READ and Group Work: Book Club
Family-Based Intervention: Program Planning, Implementation, & Evaluation		
WEEK 12 Apr 8	Program Planning, Implementation, Evaluation Guest Lecture TBD	READ: <u>7 Steps to Perfect Program Planning – Purdue University Extension</u>

		Enhancing Program Performance with Logic Models University of Wisconsin – Read Pgs. 7-56 Reminder READ & Group Work: Book Club
WEEK 13 Apr 15	Program Planning, Implementation, Evaluation (cont'd) Guest Lecture TBD • Career Mapping Checkpoint	Reminder READ & Group Work: Book Club
WEEK 14 Apr 22	Guest Lecture TBD	Reminder READ & Group Work: Book Club
WEEK 15 Apr 29	Book Group	DUE: In-Class Presentation
WEEK 16 May 6	Finals Week Career Mapping Wrap-Up Course Wrap-Up; Course Evaluation Come to Class – 10:30 am – 1:10 pm	DUE by 5/6: Career Mapping 11:59 PM on BB

Note: Faculty reserves the right to alter the schedule as necessary, with notification to class members.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Class members are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Class members

Policies

- Class members must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Class members must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Class members are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to class members **solely** through their Mason email account.
- Class members with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Class members must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.
- Questions or concerns regarding use of Blackboard, see <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-class-members/>

Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and Stalking

As a faculty member, I am designated as a “Responsible Employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychology Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>. For the College of Humanities and Social Sciences, please visit the website <https://chss.gmu.edu/>.

INSTRUCTIONS for Career Mapping in Family Services (30%)

This assignment is designed to help class members explore their career goals through self-reflection and discussions with experts in the field, as well as prepare for related internship(s) and their career beyond undergraduate studies. Class members will not only consider their desired careers but they will spend time interviewing individuals in related positions. Moreover, class members will begin to search for their internship as well as prepare their cover letters and resumes.

Instructions: Complete each of the 10 sections as instructed. Do not forget to attach: the informational interviews, your resume, cover letter, and the advertisements for your internships.

Overall Mechanics and Style (5 points)

- Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
- Develop points coherently, definitively, and thoroughly.
- Refer to appropriate authorities, studies, and examples to document where appropriate and use APA correctly. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
- Use correct capitalization, punctuation, spelling, and grammar.

Section 1: My Dream Jobs (10 points)

What are your top three dream jobs (today)? Aim high, but stay in reality. Don't write down rock star unless you can sing. If you need ideas, The Bureau of Labor and Statistics is a great place to research occupations, salaries, etc... Take a look at the jobs they have listed:

http://www.bls.gov/oes/current/oes_stru.htm and pick one. You can also use your textbook to get more information on various career options. Be as specific or as broad as you need to be. If you know that you want to be a therapist, but you are not sure what type, then do some research and list the three types that interest you the most. Finally, go as high up the career ladder as you can, and do not list stepping-stone positions. For example, do not list child care provider if you want to run your own daycare center someday—list child care director. However, if your dream job is to be a Supreme Court justice, you may also want to list being a Supreme Court clerk, so that you can interview one. For this section of career mapping, create a small table that indicates the job titles and a three-four sentence description of the job.

Section 2: Completed Informational Interviews (15 points)

Schedule and conduct informational interviews with **three** individuals that have your actual dream jobs. A minimum of 2 of these interviews should be conducted in person unless they are out of state, in which case you may interview them on the phone or by email, but you must have permission from the instructor to do this. For example, if you want to teach in New York state, you should interview at least one teacher from that school system, but you should also interview a teacher from Fairfax County (in person) so that you are able to learn the differences between the two systems. Do not interview the principal if you want to be a teacher, and vice versa. And do not interview recruiters of any kind unless you want to be a recruiter.

They must all have your dream jobs, starting with number one, and each dream job should be represented. You should explain why you want to interview the individual in the space allotted, particularly if the individual does not have one of your listed dream jobs, or if you have interviewed two people with the same title. Some rules: no relatives, no one on campus (unless you get me to make an exception for a really good reason).

You may ask your interviewees anything that you would like, but you must include the 5 questions listed below. Write up each interview (minimum 1 page each), and identify the answers to the required questions.

1. On a typical day, what do you do?
2. What part of this job do you find most satisfying? Most challenging?
3. From your perspective, what are the problems you see working in this field, and what new programs or ideas are most promising?
4. What training or education is optimal for this work?
5. Based on where I am in my academic and professional development, what type of an internship or further work experience do you think would be most useful for me to enter this field? In other words, what is the path to your position or similar positions?

Section 3: Reflections (10 points)

Finally, write 3 paragraphs (one for each interview) on how the interview helped you to determine your career path. What did you learn? What had you not realized about this job or thought about before? Also, what have you learned from other research you have been doing about your career goals? Have you changed your mind so far or been able to narrow down your ideas?

Section 4: Getting Specific about My Career Goal (10 points)

Hopefully, after all those informational interviews & additional research, you have a pretty good idea of your current career goal/s (with an organization or your own business). Please write about one position or entrepreneurial pursuit in this section here. If you haven't gathered all the details yet, here are a few good websites:

- Department of Labor's - <https://www.careeronestop.org/>
- Bureau of Labor Statistics' Occupational Outlook Handbook is an excellent resource for job information, <https://www.bls.gov/ooh/>.
- In a table, include the following information for each job: Name of position or business; position description or description of services; types of organizations or settings in which you could work; work conditions; important qualities to possess; salary range. If you are starting a business, approximately how much money will you need to start it up?

Section 5: Additional Education/ Training/ Work Experience (paid or unpaid) Required for my Career Goal (5 points)

You may have learned about additional training and education requirements from your informational interviews or other sources. Information about graduate schools can be found at Petersons Planner: <http://www.petersons.com> . Training can include language acquisition, specific skills as professional writing, specific computer programs, etc... It can also include certificate programs. Idealist.org, Action Without Borders at <http://www.idealists.org> lists numerous volunteer and internship opportunities in the nonprofit sector, as well as nonprofit paid work opportunities. What kind of work experience and/or academic preparation or training do you need before you can achieve your career goal? How, where, and when will you obtain this training (be specific)?

Section 6: Internship Search (15 points)

The primary purpose of this section is to help you find an internship that fills the requirements for HDFS 498 and HDFS 499. The deadline for signed contracts is right around the corner, so start looking now! All HDFS majors must choose internships that will be acceptable for HDFS 498 and HDFS 499. That means they must be local, offer a minimum of 10 hours a week (mentoring positions do not usually offer enough hours), and you must be currently qualified for them.

Things to know: internships can be paid, they do not have to be advertised as an internship, and they can be advertised as a part time job. However, your current job will not count as an internship unless you make arrangements for special new responsibilities as a part of your internship. Internships should involve direct service with clients, and minimal administrative duties. Finally, in order to register for HDFS 498 and HDFS 499, all internships must be approved by the HDFS program coordinator, and you must have a completed contract submitted by the deadline.

If you already have your internship arranged, and your contract signed & submitted, use this section to find internships that might be useful for your particular major or in addition to the one you are already doing. It should still be a position for which you are currently qualified.

Write a few sentences that indicate what you are hoping to get out of this internship.

THEN

- Utilize newspaper help wanted ads and/or Internet search engines, such as Idealist.org., Craig's list, etc... to locate **3 human service internship positions** that sound interesting as possible placements for you for HDFS 498 and HDFS 499. You
- **Print to PDF or scan the internship position announcement, including the necessary qualifications and responsibilities for each internship position to submit with this assignment.**
- **Attach to each internship position announcement a typed paragraph or two addressing the following points:**

- Write: (a) the title of the position; (b) the organization offering the position; (c) the location of the organization; and (d) how you located the position.
- Why did you choose this position description for this assignment? Why is it interesting to you? How do you think you might benefit from working in this position? What types of skills and experiences will you likely acquire? How might this help you for your future?
- What is your plan & timeline for pursuing this internship? Do you need to call the organization, send them a resume, set up an interview, etc... Attach dates to each item in your plan. If you are enrolling in HDFS 498 next semester this timeline needs have an internship secured date that is at least two months prior to the beginning of the internship semester.

Section 7: Cover Letter (5 points)

Please write a cover letter.. Follow the listed guidelines – if you have questions about any of the following, I would be happy to answer them...

- Your cover letter should be addressed to the contact person at one of the aforementioned internships sites. That person must have a name, so if it is not listed in the advertisement, call the agency, and get it.
- It should be professionally formatted. If you are unsure about this, use a Word template, or look up sample letters on the internet.
- It should also have no grammar or spelling errors (for example, no single sentence paragraphs). Double check any word that you have capitalized in a proper dictionary, not on the internet, and make sure that your letter is APA style.
- Style and content should be professional and restrained. You want the tone of your letter to be informative, and not obsequious, but you also don't want to sound overconfident.
- Common mistakes: writing that you are an excellent writer or communicator in one sentence, and then having a grammar mistake in the next. It is probably best NOT to say that you are an excellent writer unless you are a journalism or an English major, or have a GPA over 3.75. Most of us are merely good writers, which should be demonstrated and not stated in a cover letter.
- Other common mistakes: overwriting. Try not to use phrases such as: I am looking for a fast-paced environment; I am passionate about _____; I am an exceptional _____, and I am uniquely qualified. Think of your cover letter as a first date: courteous, enjoyable, not too much, and not too little.
- You don't have to spell out all of your qualifications in your letter, just reference your resume, "As you can see from my resume, I have extensive experience working in customer service." Something like that.
- Your cover letter should be 2 or 3 paragraphs and no longer than 1 page.

Section 8: Resume (5 points)

- Your resume should have no grammar or spelling errors (for example, no periods at the end of incomplete sentences).
- It should be no longer than 1 page, so choose listed items wisely, and should be professional.
- Education should be at the top of your resume. Do not include high school – this is assumed. Only include GPA if it is above a 3.0. A section on relevant coursework will probably be more informative than excessive or repetitive detail on minor job responsibilities.
- If you are a Family Science major, you anticipate receiving a Bachelor of Arts – please make sure this is correct on your resume and list the anticipated general date, for example Spring 2019.
- If you are a double major, please make sure that this is correct on your resume. A common mistake is for class members to list this as a double degree, which is inaccurate.
- It is very trendy right now to include general skills and summary sections on resumes, but these are generally only recommended for individuals with extensive work history in the same area, and are recognized by potential employers as fillers when this is not the case.

Section 9: Career Preparation Timeline (10 points)

First, start with your college years up until now. Include all information that is relevant to where you are now (for example: declaring your major, pivotal courses or life experiences). Then, map out the path you need to take to achieve your dream job. Look over the previous sections and make sure each plan you listed for obtaining education and training, and work experiences that you need for your career goal is listed on the timeline below (be sure to include your required HDFs internships and any additional internships). Don't forget personal plans! This should be listed in a table with Year # during college and Year # post-college, and a description of what goals you will accomplish.

Section 10: Alternative Scenarios (10 points)

Expect to change—we all do. As you come closer to your career goal, you may become less sure, for any of a variety of reasons, that it is really the appropriate goal for you. Often these are just jitters that will resolve themselves as you get still closer to your goal. Other times, though, they are an indicator that this goal is not right for you. When this happens, it can be scary, but it's not as scary if you know that there are other career options that you can enjoy.

Select 5 alternative career choices from the Martin book, describe each briefly, how each differs from your dream job in terms of the job itself, the education required, the salary, and why it is a good alternative career choice for you.