

**ID/Title:** *p1 Professionalization Of Teachers In The Field Of Career Orientation And Preparation For The World Of Work*

**Abstract:** The presentation will contain the results of a dissertation based on the question of how teachers in schools deal with difficult students who are characterized, among other things, by personal problems or mental illnesses. The goal is to orientate them professionally and to enable a way into the labour market. The key question is what skills do teachers have to deal with these challenges?

**Goals:** Research questions How do teachers deal with the requirements within the pre-vocational programs of the transition system? What specific requirements are placed on teachers in the pre-vocational programs of the transitional system? What influence do these demands have on the work of the teachers?

**Summary:** The labour market and job descriptions are characterized by a manifold change and goes along with the changes of social as well as economic requirements (Georg 1993; Beck 2010). Coping with the increasing individualization and flexibility of one's own education biography is the task of pupils, so the importance of vocational orientation grows (Hurrelmann 2014; Sennett 2006). In this process, young people have access on personal and institutional guidance, which will help them, among other things, in terms of their knowledge of the labour market, as well as in the ability to reflect their own abilities (Bährmann/Wiethoff 2013; Benner/John 2011). If this passage from general to vocational education is not mastered by the pupils, many find themselves in the pre-vocational programs of the system named "Äbergangssystem" "transitional system" (Euler/Reemstma-Theis 2010). Regardless of the reasons that have hampered the beginning of vocational training, occupational orientation has a thematic focus in these programs. Within the vocational orientation, not only occupational contents such as the specific requirements of a professional field are relevant, also the social and personal competencies of the young people are decisive for the positive transition into the labor market. Furthermore, the activity of the transitional system will be further enhanced by studies and research, described how challenging e.g. the heterogeneous target group or the objectives of the educational measures for the teaching teachers are (Bylinski 2009; Hecker 2015; Dreer 2013). Within the VET teacher training for vocational schools at universities there is a discussion of this area, in addition to the fact that the frameworks for programs provide only a rough idea and, in the rarest, lesson plans. This raises questions about the way in which the teachers deal with the demands placed on them and the structure of the programs, as the objectives of the programs focus on the inclusion of disadvantaged young people in the labor market. In order to be able to answer the question comprehensively, a mixed methods procedure within the qualitative research is accelerated, which is carried out as a specialization design (Hug 2001). Using both qualitative and quantitative methods, existing theoretical assumptions can be examined and theories generated (Bräsemeister 2000; Kelle 2014). In the present research project, the qualitative research paradigm is dominant, the quantitative questionnaire survey is only used as a preliminary study for the interview procedure and thus is complementary to the actual research question (Mummenday/Grau 2014). Obtaining an overview of the job-oriented content in the programs of the transitional system is another expected result, as well as the action strategies and professionalization paths of the teachers involved. It is also possible to derive recommendations for the curricular structure of the programs as well as those for training and further education of teachers at vocational schools. A special focus will be on the inclusion of disadvantaged young people, which possibilities and methods are there to introduce the target group to the labor market and to integrate them into it.

**Focus:** Counselor Educators and Researchers

**Program Type:** Graduate Student Poster Session (display only)

**Competency:** Training Clients and Peers

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Demonstration

**Relevance:** The relevance is to present an international comparison between Germany and the United States and to provide resources for professional guidance counselors in dealing with difficult students.

**Focus Area: Counselor Educators and Researchers**

**Program Type: Presentation (70 minutes)**

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**ID/Title:** *25 Predictors of Career Decision Self-Efficacy for East Asian International Students*

**Abstract:** This study aims to better understand how hope, acculturation, and English language proficiency affect career decision self-efficacy of East Asian international students studying in the United States. Practical implications for professional counselors to work with this population in a career counseling setting will be discussed.

**Goals:** 1. This program will provide professional counselors with potential ways to work with East Asian international students in a career/college counseling setting effectively. 2. This program will familiarize attendees with the career decision-making experiences for East Asian international students studying in the United States. 3. This program will help attendees understand the predictors of career decision self-efficacy for East Asian international students by using quantitative approaches.

**Summary:** Lent, Brown, and Hackett's (1994) social cognitive career theory (SCCT) is the theoretical foundation for this study. SCCT provides a comprehensive model for conceptualizing career development, primarily focused on the personal and cognitive variables of self-efficacy, outcome expectations, and personal goals, as well as how these three components interact with internal personal behaviors and external environmental influences (Lent et al., 1994). According to SCCT, personal inputs (e.g. hope, English proficiency) and contextual influences (e.g. acculturation) from these culturally diverse groups may vary widely, which may influence individuals' career decision self-efficacy very differently. East Asian international students have unique cultural and career needs, therefore, more research is needed to investigate this group and their career decision self-efficacy. This study is a correlational research design that adopted hierarchical regression analyses. One hundred and sixty-seven international students participated in this study. This study consisted of three standardized measures: the Hope Scale (Snyder et al., 1991), the Acculturation Index (Ward & Kennedy, 1994), and the Career Decision Self-Efficacy Scale-Short Form (Betz et al., 1996).

**Focus:** Counselor Educators and Researchers

**Program Type:** Presentation (70 minutes)

**Competency:** Diverse Populations

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Lecture

**Relevance:** In this unique time in human history, everyone's life has undergone drastic changes. Due to the impact of the pandemic, East Asian international students in the United States have been facing various unprecedented challenges. For example, many Chinese international students could not return home due to flight restrictions between the United States and China; East Asian international students' visa status was affected by wavering policies under this uncertain time; and, East Asian international students might also experience increased mental distress due to COVID-associated racial hatred and discrimination toward Asian populations in the United States. To that end, through a social justice lens, a study on career development issues of this population seems more meaningful in this difficult time.

## 2021 Proposals

**Focus Area: Counselor Educators and Researchers**

**Program Type: Presentation (70 minutes)**

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**ID/Title:** 26 *Using the Kaleidoscope Career Model to Create a "Safe Space" for Black Female Professors*

**Abstract:** Many Black female professors face mental, physical, and emotional anguish that is rarely discussed. This presentation will bring attention to the career experiences of Black female professors using the Kaleidoscope Career Model and introduce the idea of "Safe Space" trainings to retain Black female professors in higher education.

**Goals:** This presentation will: -Examine career experiences of Black Female Professors -Discuss the Kaleidoscope Career Model in relation to the experiences of Black Female Professors -Identify strategies to create a "Safe Space" for Black Female Professors in Higher Education

**Summary:** The Kaleidoscope Career Model provides a framework for women's career patterns. Utilizing the three parameters of the kaleidoscope, this career model demonstrates how authenticity, balance, and challenge shape the career decision and experiences of women (Maniero & Sullivan, 2005). While female professors have experiences that are much different than those of male professors, Black female professors endure challenges that are two-fold, as they contend with racial and gender biases of administration, colleagues, and students (Wilder, Bertrand-Jones, & Osborne-Lampkin, 2013). Using the Kaleidoscope Career Model to understand and properly navigate the many roles and career experiences of Black female professors is essential in creating a "safe space" for this population in academia. In a study conducted by Richard (2013), Black female educators identified that they were able to resist marginality, discrimination, and stereotypes through their own self-advocacy, self-promotion, and self-preservation. While these efforts proved to be beneficial for the individuals in this study, they also proved to be taxing. To reduce feelings of isolation, frustration, and burnout, it is imperative that "safe spaces" be explored as a supportive measure for this population. To create these spaces for Black female professors, training is needed to provide administrators, faculty/staff, and students with basic knowledge and skills to understand the experiences of the target population (Campus Pride, 2020). By creating "safe space" trainings, individuals in higher education are allowed an opportunity to become allies to Black female professors and learn ways of supporting and maintaining this population in a professional capacity.

**Focus:** Counselor Educators and Researchers

**Program Type:** Presentation (70 minutes)

**Competency:** Diverse Populations

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Lecture

**Relevance:** In a time where social injustice is running rampant, it is of great importance that we bring attention to innovative ways of acknowledging and advocating for marginalized populations. Black female professors are of great importance to the world of academia; however, this population is underrepresented and experiences many challenges in their attempt to educate and inspire. It is imperative that "safe spaces" are created to connect with, advocate for, and bring attention to the unique needs and experiences of Black female professors. The implantation of "safe spaces" could increase recruitment, support, and retention of this population in the academic sector.

2021 Proposals

**Focus Area: Counselor Educators and Researchers**

**Program Type: Presentation (70 minutes)**

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**ID/Title:** *27 Brain Hacking: Rescuing Our Teens and Ourselves from Social Media Addiction*

**Abstract:** Brain Hacking:Rescuing Our Teens and Ourselves form Social Media Addiction. This presentation will show how addictive social media can become and it's connection with human trafficking and the dark web. This presentation will also address gaming and how to assist parents in developing healthy gaming habits for their children. Participants will also receive information on apps to track social media usage and the latest apps that may be harmful to our children.

**Goals:** The presentation's goals and objectives are: To show how social media affects individuals physically. To describe how addictive social media can become. To alert parents and school professionals to the connection between social media and human trafficking. To give participants strategies and apps to help with social media addiction. To demonstrate positive uses of social media.

**Summary:** This presentation addresses how addictive social media can become and it's connection to human trafficking and the dark web. But it also addresses the positive aspects of social media if balanced properly in our daily lives. Participants will receive information on both the latest harmful apps and apps that may benefit parents in tracking social media usage. Lastly, strategies for balancing social media usage in our lives will will be shared and discussed.

**Focus:** Counselor Educators and Researchers

**Program Type:** Presentation (70 minutes)

**Competency:** Ethical and Legal Issues

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Lecture

**Relevance:** The relevance of my presentation to the conference theme is that we saw many positive uses of social media, (searching for remote jobs) during the pandemic but there was also lurking beneath the surface an abundance of ads and apps that lured our students into areas of harmful social media usage which became an addiction to not only them,(students) but adults as well.

**ID/Title:** *28 A Kaleidoscope of Case Studies for Preparing Culturally Competent Career Counselors*

**Abstract:** This session will inspire and equip counselor educators with knowledge and materials to infuse diversity issues throughout the career counseling course. Participants will receive seven case studies that incorporate cultural and social justice issues pertaining to career development and life satisfaction. Prepare your students to recognize and address these issues!

**Goals:** This session will seek to (1) convince participants of the importance of infusing diversity and social justice issues THROUGHOUT the career counseling course; (2) provide participants with multicultural case studies they can use to help students understand the impact of culture on career development, career decision-making, career success, and career satisfaction; and (3) equip participants with ideas about how diversity and social justice issues can be addressed when teaching about the history of work, career development theories, ethical/legal issues and employment law, assessment practices, technology & information resources, and the practice of career counseling in various settings.

**Summary:** By infusing diversity issues throughout the curriculum rather than relegating them to a single course, counselor educators can better prepare students to promote social justice in their future work as counselors. However, attempts at infusing multicultural issues into career counseling courses are often limited to the week/class session for which the diversity chapter is assigned. Indeed, most texts used in introductory career counseling courses seem to feature a single chapter on cultural issues. The purpose of this session is to inspire and equip counselor educators with the knowledge and materials to infuse diversity issues throughout the career counseling course. Participants will receive seven multicultural case studies that incorporate multiple dimensions of individual diversity (including sex, race, age, socioeconomic status, sexual orientation, ability status, worldview, religion, and acculturation); environmental factors such as community economic conditions and differences in sociopolitical realities; and culturally embedded assumptions that may affect the career counseling process. This interactive session will engage counselor educators in conversation and activities to elucidate how these case studies may be used throughout the career counseling course. We will discuss how to use these multicultural case studies to help students understand the impact of culture on career development, career decision-making, career success, and career satisfaction. Additionally, we will share ideas about how diversity and social justice issues can be addressed when teaching about the history of work, career development theories, ethical/legal issues and employment law, assessment practices, technology & information resources, and the practice of career counseling in various settings.

**Focus:** Counselor Educators and Researchers

**Program Type:** Presentation (70 minutes)

**Competency:** Diverse Populations

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Other

**Relevance:** This session relates directly to the conference theme as the case studies will highlight a wide array of career interventions to address the needs of a diverse population. It will also equip counselor educators with creative, innovative case studies with which to capture student attention and through which to increase cultural competence. Knowledge and skills students learn through these case studies will equip them to assist clients with diverse personal and professional identities.

**ID/Title:** *29 In Career Counseling, if you can only ask one question?*

**Abstract:** Join us as we show you how to conduct a powerful 15-minute career intervention using the role model question from the Career Construction Interview. Learn how to use this intervention as a brief strength-based activity and generate a summary report your clients can use to address career concerns.

**Goals:** Goal: Provide career counselors with a powerful 15-minute career intervention using the Role Model question from the Career Construction interview Objectives: Teach the core constructs of Career Construction Theory Provide background on Career Construction Interview (CCI) Describe how and why the CCI role model question can be used as a quick and effective career intervention Teach attendees how to conduct the role model question in 15 minutes or less Demonstrate how to quickly record role model details and provide clients with a summary report

**Summary:** The Career Construction Interview (CCI; Savickas, 2005) is used to help individuals explore educational/vocational options, navigate occupational transitions, and construct the next chapter in their career story. The CCI is a qualitative instrument consisting of 6 questions. The questions are designed to elicit short stories, which a practitioner can use to help clients make educational and occupational decisions. The first question on the CCI asks individuals to identify and describe their role models from childhood. Role Models describe who we are or who we want to become. Theoretically speaking, as we grow up we have both positive and negative experiences. When faced with challenging situations we seek out role models to help us figure out how to overcome these challenges. We ask for role models between the ages of 3 to 6 because these are psychologically formative years. The psychologist Erik Erickson theorized humans progress through a series of psychosocial stages across the lifespan. Erikson's theory is a stage-based model of identity formation. It explains how identities are formed and how we develop a sense of self. Thus, when children choose role models around the ages of 3-6 they are choosing them based on their ability to solve problem situations they themselves are encountering at that time. This is why Mark Savickas states that role models represent the blueprints for how to solve the problems we faced growing up. When we are faced with an ambiguous situation, problem, we need a "model" to determine how we should react.

**Focus:** Counselor Educators and Researchers

**Program Type:** Presentation (70 minutes)

**Competency:** Helping Skills

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Lecture

**Relevance:** A pandemic, globalization, and innovative technologies represent some of the factors that have combined to make work unstable and unpredictable. No one career intervention will address the diverse array of career concerns workers now face. Career professionals will benefit from utilizing theories and interventions that can be adapted to meet a variety of needs. Career Construction Theory (CCT), which addresses the What, How and Why of a career decision, can be used to address a wide variety of career issues. The cross-cultural nature of CCT and storytelling interventions can also be used to serve a diverse array of clients.

2021 Proposals

**Focus Area: Counselor Educators and Researchers**

**Program Type: Presentation (70 minutes)**

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**ID/Title:** *30 Comparing Flipped and Interactive Lecture Formats in Teaching A Career Counseling Course in Counselor Education*

**Abstract:** Flipped classrooms are a growing trend in education settings, including counselor education. This study compared two co-occurring sections of a career counseling course, one using a flipped classroom and one using interactive lecture. Findings will be presented and implications will be discussed.

**Goals:** Participants will understand the literature on flipped course formats in counselor education. Participants will understand the literature on teaching career counseling. Participants will explore the potential benefits of various course formats in teaching career counseling. Participants will explore the elements of student engagement that may support skill development. Participants will discuss the application of the flipped format to the virtual learning environment.

**Summary:** Flipped classrooms are a growing trend in education settings, including counselor education. This study compared two co-occurring sections of a career counseling course, one using a flipped classroom and one using interactive lecture. Researchers hypothesized that students in the flipped course would demonstrate greater levels of active engagement, that time spent in the class would differ between the two sections, but that skill development would likely be similar between the courses. There were statistically significant differences in student engagement with the flipped format. Class time was spent differently in the course sections especially where instructional episodes of content delivery were concerned. Skill development also differed between the two sections in the areas of career counseling and helping skills but not in multicultural skills. Implications for training and future research will be presented.

**Focus:** Counselor Educators and Researchers

**Program Type:** Presentation (70 minutes)

**Competency:** Helping Skills

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Lecture

**Relevance:** The pandemic has called for educators to shift teaching modalities amid the uncertainty of campus operations. Regardless of how higher education continues to operate after the pandemic, educators will need to be familiar with a variety of ways to facilitate instruction. Our presentation highlights the flipped teaching model which can be useful with both hybrid in-person courses or with hybrid online courses.

2021 Proposals

**Focus Area: Counselor Educators and Researchers**

**Program Type: Presentation (70 minutes)**

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**ID/Title:** *31 Reflections on Learning: Utilizing data to improve the graduate student experience in career counseling courses*

**Abstract:** A national survey of individuals who have taken a masters-level career counseling course will be utilized to share perceptions of learning. This session will focus on areas of strength related to career counseling courses and preferences related to course delivery. Suggestions for improving instruction and course delivery will be provided.

**Goals:** During this session, the presenters will showcase data with attendees which will: "Identify experiences of those who have taken a masters level career counseling course "Evaluate respondents self-efficacy related to career counseling "Conceptualize strengths of career counseling course(s) "Offer innovative teaching and learning advice for instructors

**Summary:** The goal of the research project was to identify the educational experiences of former and current counselor education graduate students who have taken a career counseling course. We want to share their perceptions of the learning that took place and how it informs their current perception and practice of career counseling efforts. We will discuss how counselor education programs are preparing clinicians to be competent in career counseling, in accordance with CACREP (2016) standards and ACA ethical codes (2014). In addition, we will offer several concrete ideas to inform curriculum design and instructional strategies for career counseling course delivery.

**Focus:** Counselor Educators and Researchers

**Program Type:** Presentation (70 minutes)

**Competency:** Training Clients and Peers

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Lecture

**Relevance:** We aim to use this platform to inspire innovation as it relates to teaching career information, development, and counseling. It is through the use of data that we will identify and share current and former student perspectives as they relate the learning experiences of their career counseling course and how that experience impacts their current practice. We will be engaging attendees in a creative kaleidoscope of ideas to generate innovation as individuals seek to provide more dynamic learning opportunities in an age of uncertainty.



**ID/Title:** *32 Engage and Inspire! Tips and Tricks That Take Your Online Classes to the Next Level*

**Abstract:** Looking for new ways to interact with your students online? Join the Technology Twins for a demonstration of features and strategies you can use during live meetings. Whether you are teaching a class, presenting a webinar, or meeting with students one-on-one, this session will prepare you to connect at a distance.

**Goals:** This presentation provides attendees with applicable strategies for use with students in online courses and webinars. The focus is on connecting, communicating, and collaborating online via web conferencing applications (e.g., Zoom). **Objectives:** \*Identify trends in today's remote and online learning environments. \*Experience the use of specific tools and strategies to engage students through a web-conferencing application. \*Review and contribute to an ongoing collection of resources related to effective communication at distance, which will remain available after the session. \*Discuss challenges and lessons learned shared by other attendees and have the opportunity to share their relevant experiences and recommendations.

**Summary:** This presentation is designed to provide attendees with applicable strategies for use with students and clients in a variety of career development practice settings, with a focus on connecting, communicating, and collaborating online via web conferencing applications (e.g., Zoom). The proposed outline for this session includes: \*Special features of web conferencing platforms e.g., settings and tools that improve the experience for presenters and attendees. \*Supplemental, but complimentary tools to extend the capabilities of web meetings and the work accomplished during live sessions. \*Activities that promote engagement of live session participants. \*Innovative approaches to avoiding "zoom fatigue" when relying on live meetings as a primary platform for connecting with students, clients, and co-workers. The presenters will draw from their lessons learned in conducting numerous live meetings, classes, and presentations over the past year. **Session objectives:** \*Identify trends in today's remote and online learning environments. \*Experience the use of specific tools and strategies to engage students through a web-conferencing application. \*Review and contribute to an ongoing collection of resources related to effective communication at distance, which will remain available after the session. \*Discuss challenges and lessons learned shared by other attendees and have the opportunity to share their relevant experiences and recommendations. Attendees will be asked to share their recommended tips and tools for live meetings, to extend the list of those presented. Attendees are encouraged to participate in conference backchannel communication with the conference hashtag, and in the demonstrations conducted live during the session.

**Focus:** Counselor Educators and Researchers

**Program Type:** Presentation (70 minutes)

**Competency:** Technology

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Demonstration

**Relevance:** The past year presented the world with a range of sudden and significant challenges. And many of these challenges have been met with the use of technology. Career development is no exception as professionals in a wide variety of roles are widely using web conferencing platforms to connect with clients, students, co-workers and colleagues. Selecting the best tools and strategies are more important than ever to create productive and meaningful interactions at work now and in the future.

**ID/Title:** *R9 To examine the discrepancies between young adults-set and parent-set career goals and the relationships between career self-e*

**Abstract:** In this study, the effect of the discrepancy between individual-set and parent-set career goals on career aspiration, career decision-making self-efficacy, and hope, which become more important for proactive career behavior, will be examined. In addition, The Individual-Parent Career Goal Discrepancies Scale will be adapted for the Turkish young adult sample. For this purpose, 500 Turkish young adult female and male students will participate to this study.

**Goals:** The purpose of this study is to adapt the Individual-Parent Career Goal Discrepancies Scale to young adults in Turkey. Besides, the purpose of this study is to examine the discrepancies between young adults-set and parent-set career goals and the relationships between career self-efficacy, aspirations, and hope.

**Summary:** The congruence between children and their parents facilitates and accelerates the career development of young people in matters such as career aspirations, values, and preferences. In this context, it can be said that the discrepancy individual-set and parent-set career goals will make it difficult for young adults to plan their careers. However, it is thought that the discrepancies between individual-set and parent-set career goals plays an important role in their career desires, career decision self-efficacy, life satisfaction, and career future expectations of young adults. In this age of uncertainty, it is seen that the parents intervene and create difficulties in the career choices of young people in Turkish society, which tends from collectivism to individualistic culture (career decision-making difficulties). Therefore, young adults in Turkey so that they can make appropriate career choices and career planning, it is important to determine discrepancies between themselves-set and parent-set career goals. However, there is a need for an instrument to measure this discrepancy. Therefore, this study aimed to adapt The Discrepancy Between Individual-Set and Parent-Set Career Goals Scale to young adults in Turkey. In addition, it is thought that the discrepancy between the career goals of adults, adolescents, and children and the goals that their parents-set for them will affect their career aspirations, career decision-making self-efficacy, and hope.

**Focus:** Counselor Educators and Researchers

**Program Type:** Roundtable (30 minutes)

**Competency:** Assessment

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Other

**Relevance:** In the age of uncertainty, it is important for young adults to have high career aspirations, to look forward with hope, and to have personal agency beliefs in order to determine suitable career goals and pursue them. Therefore, variables that provide proactive career behaviors such as career aspiration, hope, and career decision-making self-efficacy become even more important in the age of uncertainty. However, the discrepancy between individual set and parent set career goals, which is thought to be important in the development or weakening of these characteristics, should be measured by the practitioners.

**ID/Title:** *R10 Working Lives of Woman Academicians From Their Own and Their Partners' Perspective*

**Abstract:** Young adults are in the transition from Super's research phase to the settlement phase. This period includes various tasks for young adults to settle into a job and to stay there (stabilizing). At the same time, young adults are in a period of isolation from the developmental stages of Erikson. Therefore, young adulthood brings with it many critical tasks related to both careers and romantic relationships of individuals. This process includes the discrimination they face in business life, the pressures of gender roles, etc. It becomes more complex for women who are seen as a disadvantaged group because of this.

**Goals:** The purpose of this research is to examine the working experiences of young female academicians and their partners' views on this, to reveal the difficulties young female academicians face in their career lives and their resources for coping with these difficulties. The results of this study are expected to provide more knowledge and understanding in planning programs and practices to cope with the difficulties women face in their career lives. In addition, it is thought that the findings of this study will contribute to the relevant literature and will form a basis for future research

**Summary:** The aim of this study is to examine the working lives of female academicians in young adulthood and their partners' views on this. For this purpose, two different questionnaires will be used to get information from twenty female academicians between the ages of 25-35 and their partners. Women will be asked about the tasks they are expected to fulfill in their professional roles and the difficulties they face while performing these tasks, the resources they use to overcome the difficulties, the interpersonal relationships in their work environment, the advantages and disadvantages of their gender and age, the balance and boundaries between work and private life. Women's partners will be asked about their views on a woman's work and career advancement, the advantages and disadvantages of being with an academic woman, and whether they provide support to their partners. The data obtained from the answers given by the women and their partners to the questions will be analyzed through content analysis. Findings will be discussed in the light of the relevant literature.

**Focus:** Counselor Educators and Researchers

**Program Type:** Roundtable (30 minutes)

**Competency:** Diverse Populations

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Other

**Relevance:** In the uncertainty age, we live, rapid and global changes are occurring in all areas of life. The pace of change in technology has affected many fields such as education, economy, health, and arts. As a result of all these changes, the world of work has become unpredictable. One of the groups most affected by this situation is the women who are regarded as a disadvantaged group due to various reasons such as the discrimination they face in business life and the pressures of gender roles

**ID/Title:** *R11 Translation and Validation of Career Instruments for Cross-Cultural Research*

**Abstract:** Translation of career instruments have been used as a method of preparing instruments for cross-cultural research. This session addresses issues related to cross-cultural translation and validation with a focus on career assessment. The guidelines and procedures in conducting studies on cross-cultural validation and cultural adaptation will be discussed.

**Goals:** Cross-cultural research has been applied to career counseling. Researchers have translated career instruments to foreign languages so that educators and counselors can use it for students in other countries. Specifically, this session includes the following contents: 1) Helping attendees understand the steps and procedures in preparing and conducting studies on cross-cultural validation of career instruments, 2) understanding key points to consider when translating a career instrument into a translated version including the forward- and backward translation process, and 3) providing examples of the culturally translated and revised versions of the career inventories that have been used in education and counseling.

**Summary:** Considering cultural context is essential in the career development and assessment research. Culturally sensitive counseling necessitates that professionals understand cultural factors, such as values and acculturation, which may influence the career development process (Byars-Winston, 2014; Leong & Gim-Chung, 1995). Researchers have investigated how to translate an instrument developed in one culture to assess career-related variables in a different culture. For culturally sensitive career assessment, practitioners, educators, counselors, and counselor educators should understand cultural factors, including the values and level of acculturation that may influence the career development process (Byars-Winston, 2014; Leong & Gim-Chung, 1995). As the attention to cross-cultural assessment research has expanded, researchers investigated how to translate an instrument developed in a certain culture to assess career-related variables. Regarding specific translation methods, researchers applied the different types of translation methods used in cross-cultural validation of an instrument: forward translation and forward-backward translation. Forward translation includes a direct translation of an instrument into the target language (Chen, 2003). Another kind of translation method is forward-backward translation in which an instrument is translated into the target language, and then translated back into its original language (Bullinger, Anderson, Cella, & Aronson, 1993; Chen, 2003). The contents on different methods of translating career assessments will be presented in this session. To provide best practices for the use of culturally supportive career instruments, this session will address the knowledge gap in assessment of career development in a culturally sensitive environment and discuss key issues that are important in cross-cultural research.

**Focus:** Counselor Educators and Researchers

**Program Type:** Roundtable (30 minutes)

**Competency:** Assessment

**Willing to Accept Alternate Presentation Type:** 0

**Virtual Alternative:** 1

**Method:** Lecture

**Relevance:** As we are going through this challenging and unexpected time, we need to take a comprehensive look at career development and career counseling from culturally sensitive directions. Though we are in an age of uncertainty, there are strategies and resources that career practitioners, educators, counselors, and counselor educators can utilize to take a proactive and productive approach to career development. Learning cross-cultural aspects of career assessment and evaluation would facilitate attendees' views on multiculturalism and diversity. Thus, this presentation supports the 2021 NCDCA conference theme, "A Kaleidoscope of Career Interventions in an Age of Uncertainty" by emphasizing culturally sensitive career development and its implication to the career professionals.

## 2021 Proposals

**Focus Area: Counselor Educators and Researchers**

**Program Type: Roundtable (30 minutes)**

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**ID/Title:** *R12 Counselor Educator Influencers: Social Media as a Mentorship Opportunity*

**Abstract:** Social media platforms such as Facebook, Instagram, Twitter, LinkedIn, etc. continue to rise in popularity throughout the world. In this presentation, attendees will discuss various ways counselor educators can use social media to provide mentorship and professional development to counselors of all backgrounds.

**Goals:** 1)Attendees will learn how various social media platforms can be used to provide professional development and mentorship to counselors. 2)Attendees will discuss how they have used social media platforms to provide professional development and mentorship to counselors. 3)Attendees will understand the ethical implications for using social media platforms as professional development and mentorship opportunities.

**Summary:** Counselor Educators can leverage their presence on social media platforms to provide mentorship and professional development to counselors. There are many types of social media including: blogs and microblogs; social networking sites; virtual social worlds; collaborative projects; content communities; and virtual game worlds (Kaplan & Haenlein, 2010). This presentation will focus on how counselor educators can use varying types of social media including blogs and social networking sites to connect, mentor, and provide counselors with professional development opportunities. In addition, this presentation will allow counselor educators to discuss ethical and multicultural considerations such as relationships and boundaries, student confidentiality and privacy, and professionalism in regard to using social media to mentor counselors and counselors-in-training (Mullen et al., 2014). This presentation will allow counselor educators to learn from each other and share tips and strategies regarding using social media for the purpose of mentorship and professional development.

**Focus:** Counselor Educators and Researchers

**Program Type:** Roundtable (30 minutes)

**Competency:** Diverse Populations

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Question and Answer

**Relevance:** This presentation aligns with the 2021 NCDA conference theme because, in an ever-changing and increasingly virtual world, it is important for counselors to not solely rely on in-person interactions to mentor and provide professional development to a broad range of counselors and counselors-in-training. Maximizing social media to meet the mentorship needs of counselors and counselors-in-training is an impactful and innovative career intervention.

**ID/Title:** *R13 Reimagining University and Workforce Development Partnerships to Support Clients during a Pandemic*

**Abstract:** The Pandemic has transformed the workplace, resulted in wide-spread unemployment, and caused unprecedented job stress. This presentation will describe how Universities and Workforce Development agencies can create partnerships to support economically-disadvantaged individuals during this challenging time. Attendees will learn innovative strategies, including how to develop a career counseling hotline.

**Goals:** 1. Describe how a University Graduate Counseling Program partnered with a Community-Based Collective comprised of 15 workforce development non-profits to support economically disadvantaged individuals to secure employment during the Pandemic. 2. Identify creative strategies for Masters Counseling faculty and students to support workforce development non-profits through individual counseling, webinars, and professional development. 3. Discuss the creation and outcomes of a career coaching hotline staffed by Masters Counseling students for individuals seeking employment and front line workers during a Pandemic.

**Summary:** The Pandemic has changed the way we live and work, and has resulted in significant unemployment across multiple sectors. Employed individuals are experiencing tremendous stress due to being on the front lines and/or adjusting to remote or socially distant work. Workforce development agencies do not have the capacity or trained staff to provide ongoing career counseling and coaching for their most economically vulnerable and hard to employ clients. However, Counseling Graduate Programs have faculty and students with training in mental health and career counseling who are looking for opportunities to serve people in need. On May 1, 2020 (International Workers Day), the University Counseling Program launched a new partnership with 15 workforce development agencies to support individuals who are historically marginalized, underserved, and face barriers to employment. We provide a free Career and Wellness Coaching hotline for anyone in our city whose job has been effected by the Pandemic. A counseling faculty member and counseling internship students provided career and wellness coaching to clients over the phone. Over the past five months, we have had over 150 new referrals, and more come in every day! Students and faculty also offer virtual workshops on social-emotional skills and workplace competencies. These initiatives aim to strengthen client's social emotional skills, career competencies, and behaviors prepare them to successfully engage in the labor workforce. We will share strategies to build partnerships between University and workforce development agencies to increase client access to services and provide important learning experiences for counseling graduate students.

**Focus:** Counselor Educators and Researchers

**Program Type:** Roundtable (30 minutes)

**Competency:** Employability Skills

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Question and Answer

**Relevance:** A Kaleidoscope helps us to see things in new ways. Similarly, this presentation will help participants re-imagine how Universities and Non-Profit Workforce Development Agencies can work together to support the career development of individuals. We will also discuss how partnerships support economically clients who are living through the Pandemic and facing uncertainty in their lives.

**ID/Title:** *R14 The COMS: An exciting new assessment of metacognition*

**Abstract:** The FSU Tech Center is excited to engage in a roundtable discussion about a recently validated, brief assessment called the Career Outcome Metacognitions Survey (COMS). This short instrument can help career service providers determine the amount of assistance a client needs by measuring their metacognitive experiences during career decision-making.

**Goals:** 1. Participants will gain greater clarity on metacognition by exploring the ideas of self-regulation, metacognitive knowledge, and metacognitive experiences. 2. Participants will become competent in the use of the COMS by learning the instrument's psychometric properties 3. Participants will facilitate continued research on the COMS through participation in a group brainstorming session

**Summary:** This roundtable discussion will focus on the underlying theory, validity, utility, and future directions of a recently developed instrument called the Career Outcomes Metacognition Survey (COMS). Career decision making is a process wherein an individual engages in self-regulated learning about themselves and the world of work to identify a career goal. Research on metacognition suggests it is integral to both self-regulated learning (Efklides, 2011) and career decision making (Osborn et al., 2019). Most career-related metacognitive assessments measure an individual's declarative knowledge (e.g., beliefs or goals) about cognition associated with themselves or career decision making (i.e., metacognitive knowledge). Measures of career-related metacognitive experiences, defined as conscious cognitive and affective experiences that are associated with cognitive processes (Efklides, 2011), are generally absent in the literature and might greatly benefit the provision of career services. The COMS was designed to assess metacognitive experiences associated with career decision-making to fill this gap. It has two subscales, one that measures negative valenced metacognitive experiences (COMS-N) while the other measures positive valenced metacognitive experiences (COMS-P). The appropriateness of these subscales was supported both by exploratory factor analysis and confirmatory factor analysis from data collected with two samples. The convergent, discriminant, and predictive validity of these subscales was supported by path analyses: the COMS-P appears to explain indirect relationships that facilitate career decision making, while the COMS-N appears to explain indirect relationship that act as barriers to the process. We intend to close this presentation with group discussion about future directions and potential applications of the instrument.

**Focus:** Counselor Educators and Researchers

**Program Type:** Roundtable (30 minutes)

**Competency:** Assessment

**Willing to Accept Alternate Presentation Type:** 0

**Virtual Alternative:** 0

**Method:** Lecture

**Relevance:** This roundtable is designed to acquaint educators and researchers with a new, brief assessment of an underexplored aspect of career decision-making. This assessment is theory driven, unites important components of learning theory with career development, and should be viewed as complimenting existing measures. We intend to report original research that validated the instrument and garner interest in future research and practice with a group discussion.

**Focus Area: Counselor Educators and Researchers**

**Program Type: Roundtable (30 minutes)**

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**ID/Title:** *R15 Decent Work and Interest Congruence: Methods for Promoting the Well-being and Job Performance of Low-Income Clients*

**Abstract:** Both decent work and interest congruence are considered important intervention points for career practitioners. Learn how to use interest congruence and decent work to promote the well-being and job performance of individuals coming from economically marginalized backgrounds. Join the conversation around promoting effective research and practice with low-income populations.

**Goals:** Goal: Learn how to effectively integrate interest congruence and decent work considerations to promote the well-being and job performance of clients experiencing limited access to economic resources. Objectives: 1. Review relevant literature regarding the impact of decent work and interest congruence on the well-being and job performance of people from economically marginalized backgrounds. 2. Explore how decent work and interest congruence may be used to help individuals from economically marginalized backgrounds make work choices resulting in improved well-being and job performance. 3. Evaluate additional recommendations for the incorporation of general social class considerations into career counseling research and practice.

**Summary:** Researchers and career practitioners have recommended focusing on interest congruence and decent work to promote career clients'™ well-being and job performance. However, there is a dearth of information regarding the differential efficacy of interest congruence and decent work in promoting these outcomes for individuals experiencing economic marginalization. Considering the impact of COVID-19 on employment in the United States, there is an increased need to evaluate the work-related concerns of individuals experiencing financial difficulties. The presentation chair'™s dissertation is focused on explicitly comparing the efficacy of both decent work and interest congruence in accounting for the well-being and job performance of individuals who come from economically marginalized backgrounds. This presentation will focus on presenting the results from this study in the context of promoting more effective career interventions for low-income populations. The presenters will also facilitate a discussion around potential improvements to existing research methods and career counseling techniques for career practitioners hoping to promote the well-being and job performance of clients who come from what has historically been considered a "lower social class" background. For example, included in this dissertation is a novel way to identify participants and clients who experience class-related and economic marginalization through a constellation of factors such as neighborhood disadvantage level, income, occupational prestige, education level, and whether or not participants receive government aid. Individuals who attend this round table will have the opportunity to join in the discussion of how to apply current research to the way they assist clients who experience significant economic difficulties.

**Focus:** Counselor Educators and Researchers

**Program Type:** Roundtable (30 minutes)

**Competency:** Diverse Populations

**Willing to Accept Alternate Presentation Type:** 1

**Virtual Alternative:** 1

**Method:** Question and Answer

**Relevance:** Those experiencing economic marginalization (e.g., lower income, access to fewer resources) are often those that need the most support in their work lives. This presentation will consider a multi-faceted approach to serving the career development needs of these individuals that satisfies both their interests and their need to maintain decent work. This particular time of pandemic-based uncertainty in employment has highly impacted this population. This presentation will help career practitioners meet the current ethical calling to be informed about how to work with those at the margins of society at such an uncertain time.



