CALIFORNIA STATE UNIVERSITY, NORTH RIDGE

CAREER DEVELOPMENT FOR DISPLACED LATINAS WHO ARE SURVIVORS
OF DOMESTIC VIOLENCE

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Science in Counseling,
Career Counseling
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ABSTRACT

CAREER DEVELOPMENT FOR DISPLACED LATINAS WHO ARE SURVIVORS OF DOMESTIC VIOLENCE

By

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Master of Science in Counseling,

Career Counseling

This program is designed to provide tools and resources to Latina homemakers who are survivors of domestic violence to obtain an occupation that can lead to self-sufficiency. This program will discuss how career self-exploration, such as examining interests, values and skills correlate with finding an appropriate occupation. The career counseling program is eight weeks long and will consist of a maximum of eight women in the program. These women must demonstrate an eighth grade level of reading and writing or better to participate. Each client must have completed at least six sessions of personal therapy and referred to the career counselor for a pre-assessment prior to the program. This program is intended to assist Latina homemakers as they learn about their strengths, job search strategies and enhance their confidence in their abilities to job interview.
Chapter 1- Introduction

“The woman who I thought I was is no longer here. I grew up with the American Dream, my American Dream. I thought I would do my part, manage the house, raise my kids, support my husband, do some volunteer work, work part-time and, in later years, get some recognition and a secure retirement, maybe even travel. I come to a term this is not the case. Somehow, my dreams turned into a nightmare due to unforeseen circumstances. My dreams came crashing down within a blink of an eye” (Howell, 2009).

Introduction

This quote represents one story, yet is similar to the stories represented by many Latina Displaced homemakers’ lives today. The American Dream in the United States has historically meant to work hard in business or an organization in order to grow and succeed. Whereas, Latina displaced homemakers describe the American Dream as managing the household in order for herself, her spouse and children to succeed and be happy. However, when trauma ensues in a household, such as domestic violence, the American Dream or Latina version of the American Dream can be shattered. That is, domestic violence could occur and lead women to leave their abusive spouse enter into inadequate living arrangements, with little or no work experience, and little education and limited English fluency. These circumstances may lead to cases where displaced homemakers face challenges to entering the world-of-work. This population could also encounter cultural differences where traditional values encourage her to stay married and live with her spouse even if they are abusive. Some may receive disapproval for separating from close family members, in-laws, community members, and friends for separating from their spouse.
The purpose of this program is to advance awareness for working with Latina displaced homemakers to expand their career development in order to provide self-exploration, community resources and various tools, which could serve as a road map to secure an occupation. The value of this program is to address the needs of Latina Displaced Homemakers, who are survivors of domestic violence, while incorporating career development theories.

Statement of the Problem

The Department of Justice and the U.S. Center of Disease Control and Prevention (2010) report that 5.3 million people experience domestic violence in a given year, people who are ages 18 and older. Also, one third of Americans report domestic violence by their significant other and Latin American women report some of the highest rates of domestic violence in the United States (Collins, Schoen, Joseph, Duchon, Simantov & Yellowitz, 1999).

The scarcity of research on divorced homemakers who are Latinas and survivors of domestic violence presents a challenge to researchers and clinicians alike. The Illinois State Board of Education (1994) has defined displaced homemakers as women, who, because of separation, divorce, violence, death or disability of a spouse must enter the employment market involuntarily. According to the U.S. Census Bureau (2003), there are 7.3 million displaced homemakers, and 16.9% are Latinas in the United States.

Although Latinas live in the United States, women in the Latin culture are often raised in traditional gender and family roles to be submissive, lack self-efficacy and confidence, lack self-known identity, structural deprivation, and encouraged to be good mothers and abide by their husbands (Kasturirangan & Williams, 2003). Further, the
Latino culture includes traditional gender roles such as “marianismo” and “machismo,” which will be described later in this chapter; however, the primary strength in the Latino culture is family cohesiveness and loyalty (Kasturirangan & Williams, 2003).

**Importance of the Problem**

Most Latina displaced homemakers, who are survivors of domestic violence, experience difficulty in overcoming the obstacles of posttraumatic stress disorder, restraining orders and not having reassurance regarding what the future will hold (Arendell, 1987; Smock, Manning & Gupta, 1990). Domestic violence and divorce is never easy; yet, Latina survivors feel empowered to thrive and strive on their own in order for themselves and their children to be safe (Wettersten, Rudolph, Faul, Trangsrud, Adams, Graham, & Terrace, 2004). Although, Latina survivors have resources such as domestic violence shelters and transitional housing, most women are forced to rely primarily on themselves in order to survive. For instance, 51% of the total Latina displaced workers earn less than $10,000 annually (Women Work!, 2005). Meanwhile, 42% of displaced workers are classified as being poor (Poverty Status, 2003).

These women are challenged to maintain a living. Maintaining a living is a primary concern for displaced workers who are trying to work hard, while striving to survive on their own. In order to work in a higher salary paid job, displaced Latinas often benefit from more education and skill development. According to Women Work! The National Network for Women’s Employment (2005), almost half of the displaced homemaker population has obtained a high school diploma and many have a paucity of marketable skills. Most women have worked either part-time or volunteered in service related occupations, including private households, crossing guards, childcare, food
service, health services, and hairdressers. These occupations are also characterized by low wages, few benefits and part-time work. Displaced homemakers are often involved in these particular occupations after they have been divorced, separated or widowed. Not obtaining a substantial job that pays over $40,000 per year, because of the lack of education and skills, displaced homemakers may have additional emotional distress and decreased self-efficacy (Women Work!, 2005).

Population Identification

The focus group of this program will be Latina adult women who left their abusive spouses and are in either transitional housing or have some type of living arrangement without their abusive spouse. According to the U.S. Census Bureau (2010), the term “Latino” is defined as a wide population of individuals who identify as persons of Cuban, Dominican Republic, Mexican, Puerto Rican, South and Central American, and Spanish cultures-of-origin, as noted above, 16.9% live in the United States. The U.S. Department of Labor predicts that there will be over 24% of the U.S. population as Latino by 2050. The Center of American Progress Action Fund (2008) states that there are 14.4 million Latinas living in the United States, and 53% of them live in low-income households. Additionally, 48% were born in the United States as first-born in their family (first-generation to the U.S.) and 52% were not born in the U.S.

Characteristics of Focus Group

Of focus to this project is displaced Latina homemakers who are survivors of domestic violence. Further, they include Latinas and Latina mothers who are first-generation in the United States with low levels of education. Low levels of education are defined as having a high school diploma or less (U.S. Department of Labor, 2012).
Further, they can often be described as traditional Catholic Latinas who live in poverty. As a result of being a survivor of domestic violence, they may be living in a domestic violence shelter or transitional housing (Kasturirangan & Williams, 2003). Accordingly, they may experience posttraumatic stress disorder (PTSD), low self-efficacy and may not be able to acknowledge their skills, interests and values. Latina homemakers may consider this as a cultural norm because of how they were raised (Kasturirangan & Williams, 2003).

According to Kasturirangan and Williams (2003), Latinas are often raised as Catholics and in their culture, the “Latina’s gender role in families includes use of the term ‘marianismo’” (p. 163). Marianismo includes the Catholic worship of the Virgin Mary wherein women are encouraged to uphold the highest morality and tolerate a great deal of pain for the sake of the family’s cohesiveness. Latina survivors are challenged to break the family bond due to traditional values and responsibility related to being a respectful wife, mother, and woman. As previously mentioned, Latina survivors primary role as a woman is to be a good wife and mother, which empowers them to take the opportunity to make well-formed decisions for career exploration.

**Consequences of the Problem**

Kasturirangan and Williams (2003) report that Latinos are the largest minority in the U.S. and have one of the highest rates of domestic violence. Further, they may have moved to the United States without documentation. Compared to second or third generation Latina Americans, first-generation Latina survivors may have less access to resources in the community. Thus, first-generation Latinas may have fears about their immigration status and feel they will be unable to obtain a job. These fears and real-life
concerns could lead to additional fear and anxiety of the financial burden, which in turn may lead the survivor to return to their partner (Kasturirangan & Williams, 2003).

According to Kasturirangan and Williams (2003), the consequences for this unique focus group are not having access to or participation in higher education. Furthermore, they may have scant outside-of-the-home work experience. These conditions could result in Latina survivors’ difficulty in making a clear and concise career path or career path choices. They will most likely work at a job, which provides a minimum income to support their children. They may continue to live in a low socioeconomic status levels in the U.S. The members of this focus group are in need of adequate information and understanding of resources in their community, employment opportunity and career development in order to grow as an individual and a survivor (Kasturirangan & Williams, 2003).

**Limitations of the Problem**

The major limitation of this program is the scant amount of research on this population in regards to career counseling programs and career counseling theories at domestic violence shelters and community WorkSource Centers. If programs exist, they are rarely aimed at the needs of displaced Latina survivors of domestic violence. In addition, the community resources only apply fast-track job transitions from the transitional home to self-sufficiency, which will only lead to a stagnant or/and increase in poverty in the United States (Chronister, 2006).

Maciak, Guzman, Santiago, and Villalobos (1999) state that another limitation for this focus group is that they may require personal counseling to find methods of dealing with their posttraumatic stress disorder (PTSD). PTSD can interfere with the ability to
learn and acquire new knowledge (Maciak et al., 1999). A limitation of this program is that it is not designed to treat depression and PTSD, but to seek career support after seeking therapy. It will not discuss various methods for foreign born, first-generation Latinas to obtain citizenship. To be emotionally and academically ready for this program, this population must complete at least eight sessions of personal therapy and be able to read and write in English at an eighth grade level. Therefore, this population may benefit from English language learner courses at the local community college level prior to engaging in this program.

This program will attempt to implement various career development methods for displaced homemakers who are Latina survivors of domestic violence. This program will include, but not be limited to, self-exploration, career exploration, interests, values, skills and strengths in order to prepare them to increase their obtaining a position in a long lasting occupation.

**Definition of Technical Terms**

**Battered women.** Battered women are “women who are survivors of domestic violence” (U.S. Department of Justice, 2014, p. 2).

**Career development.** Career development is “The total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual” (National Career Development Association (NCDA) Board of Directors, 2003, p. 3).

**Displaced homemakers.** “A displaced homemaker is generally a person who previously provided unpaid services to the family is no longer supported by the husband
or wife, is unemployed or underemployed, and is having trouble finding or upgrading employment” (Olson, Johnston, & Kunce, 1985, p. 84).

**Domestic violence.** Domestic violence is a “Pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person” (U.S. Department of Justice, 2014, p. 2).

**Interests.** “Interests are likes or preferences in occupational areas and provide a measurement of job activity preferences in terms of clusters of meaningfully related occupations at the professional, or college oriented level” (Knapp-Kee, 2000, p.4).

**Job.** Jobs are “An identified set of duties and responsibilities – paid or unpaid – assigned to be performed usually on a sustaining, ongoing basis by one person” (National Career Development Association (NCDA) Board of Directors, 2003, p. 3).

**Latino.** “People who identify with the terms as Latino are those who classify themselves as Mexican, Puerto Rican or Cuban – as well as those who indicate that they are of Spanish origin” (U.S. Census Bureau, 2013, p. 2).

**Occupation.** An occupation is a “Primary work task in the world of paid employment” (NCDA Board of Directors, 2003, p. 3).

**Self-efficacy.** “Self efficacy is one’s belief that he/she can successfully accomplish something. This is a belief that has been viewed as playing a central role in career choice-directing interests, values, or abilities” (Bandura, 2002, p. 192).

**Survivor.** A survivor is “An individual who has experienced trauma” (Coursol, Lewis, & Garrity, 2001, p. 134).
Values. Values are “Beliefs and ideas that are important to an individual and takes values into account when choosing an occupation or career because it will determine if one will be happy at work” (Knapp and Kapp-Lee, 1995, p. 4).

Work. “Sustained, conscious paid or unpaid effort, other than that having as its primary purpose either coping or relaxation, aimed at producing socially acceptable benefits for oneself and/or oneself and others” is work (NCDA Board of Directors, 2003, p. 3).

Summary

Chapter one provided a brief introduction of this unique focus group, which also addressed challenges and consequences they encounter in today’s society. Displaced Latina homemakers who are survivors of domestic violence currently may have limited resources to effectively grow during their career development stage. The purpose of this paper is to examine the issues and conditions facing this focus group in order to better understand the situation and obstacles hindering them. Acknowledging the lack of resources can assist individuals as they overcome obstacles and improve the lives of themselves and their children. This can be attained through improved educational opportunities, better training and obtained employment that will fulfill their needs and provide financial security. In order to better understand these issues, review of pertinent theories, studies and research will be presented in the following chapter. This will be followed by chapters three and four that present a program and chapter five will provide feedback from evaluators.
Chapter 2- Literature Review

General Introduction to the Literature Review

Latina homemakers who are displaced by domestic abuse have to deal with the issues of everyday life without having the help of the spouse they once had. This chapter will introduce Donald Super’s Career Development Theory and Social Cognitive Career Theory. It will explore various challenges that Latinas face such as, cultural expectations, divorce, acculturation, education, financial burden, and loss of identity. A discussion of problems and career development programs that have been implemented with displaced homemakers in the past will be introduced in this chapter. Further processes, which can enhance the possibility for this population to enhance their lives, financial security and career growth, will be presented.

Summary of General Career Development Theory: Super’s Life-Span and Life-Space Theory

A substantial part of this program will be based on Donald Super’s (1970) theory on Life-Span Life-Space Career Development, which is described as the process by which an individual travels through life in various stages that ultimately correlate with career development stages including the following: growth, exploration, establishment, maintenance and decline. To apply this theory to displaced Latina homemakers, a review of each stage of Super’s theory and understanding of which stages have limited development for this population is essential.

Growth stage. According to Super (1970), the growth stage is between the ages of birth and 14 years old. During this stage, an individual develops capacity, interests,
values, sense of self-concept and attitude. This may be the only stage this population has traversed.

**Exploration stage.** According to Super (1970), the exploration stage is between the ages of 15-25 years old. At this time, individuals explore values, interests and skills and use these concepts to research various occupations prior to obtaining a career. This population may not have passed this stage to explore occupations; instead perhaps they married and became a caregiver (Super, 1970). Further, displaced homemakers may not continue to the next stages of establishment and maintenance.

**Establishment stage.** According to Super (1970), the establishment stage is between the ages of 25 and 45 years and during this time, individuals have obtained an occupation. During this stage, individuals feel a sense of establishment in the world-of-work and will continue to expand their knowledge and skills.

**Maintenance stage.** The maintenance stage takes place between the ages of 45 and 65 years (Super, 1970). During this time, individuals who have completed the establishment phase will continue to adjust and improve their working conditions.

**Decline stage.** According to Super (1970), the decline stage is for individuals who are 65 years old and above. During this time, individuals start to reduce work and eventually retire.

**Review of Literature**

**Family and cultural expectations.** Martinez (1993) states that in the Latino culture, “respect for authority and the protection of traditional roles help maintain family ties with the highly organized structural framework” (p. 441). As mentioned previously, the women’s traditional gender role is to take care of the children and household and to be obedient to their husband. The women are often taught to depend on men financially
and have homemaker responsibilities; whereas, men have separate responsibilities to make decisions (Zambrano, 1985). In Latino(a) culture, such family characteristics have been the cultural norm. Latina mothers have often questioned these gender norms, yet often times they continue the cycle to the next generation of girls in their family (Kasturirangan & Williams, 2003).

According to Villenas and Moreno (2001), women fit into systems of oppression by learning to be a good wife and mother. Although they feel repressed to the traditional culture, they are also their own oppressors. This may relate to traditional Latino culture, which expects Latina mothers to teach the same morals and ethics they learned as a child to their children. Morals and ethics include respect for elders and their husband while maintaining cleanliness in the house and transmitting these traditions to the next generation of women (Villenas & Moreno, 2001).

**Divorce and acculturation.** Latina women may experience hindrances with emotional support among family and friends when they face separation or/and divorce due to their Catholic beliefs (Kasturirangan & Williams, 2003). Greenstein and Davis (2006) argue that although, divorce rates among countries who practice Catholicism is lower than other countries, the number of Latino families divorcing in the United States is increasing despite their upbringing. Latin American women are influenced by the American culture, which includes thoughts of freedom through divorce (Kasturirangan & Williams, 2003). A step to freedom is a goal to attain higher education or/and a desirable occupation.

**Education.** One factor that could be related to low-income in displaced homeworkers is their level of educational attainment or lack thereof. According to the U.S. Census Department (2003), 58% percent of displaced homemakers have not
completed education beyond a high school diploma or received a GED. The average annual income of a woman with a high school degree is $21,100, while a woman with a bachelor’s degree could earn up to $37,000 per year. There is a direct relationship between the factors of displaced homemakers who only attained a high school diplomas or GED and are living in poverty, because they cannot obtain a higher paid job unless they obtain a higher degree or vocational training. The top ten occupations for employed women in 2008 were secretaries, registered nurses, elementary and middle school teachers, cashiers, retail salespersons, home health aids, managers at retail stores, waitresses, receptionists and information clerks, bookkeeping and auditing clerks (U.S. Department of Labor, Bureau of Labor Statistics, Annual Averages, 2009). Occupations such as these listed are examples that could be introduced when working with population.

According to the U.S. Census (2003), 48% of displaced homemakers were employed in 2003, with 42% of these displaced homemakers having incomes that were below the poverty level and 16% being “near poor” (p. 2). Lack of income is an issue that needs to be further examined in relation to the experiences of Latina displaced homemakers, so that this situation could be rectified, with this population moving toward a higher level of income and socio-economic status. To achieve this end, survivors may consider obtaining higher education to fulfill their occupational goal in order to be economically sustainable.

**Financial burden.** Most of the occupations stated above do not require much training and have starting salaries that could be less than other occupations that involve working in business settings. A current issue faced by this population is the financial burden to obtain short-term financial resources; however, this burden could result in the survivor needing to return to her abusive partner (Kasturirangan & Williams, 2003). This
situation is different than compared to a survivor who has family support and long-term financial resources (Kasturirangan & Williams, 2003).

Many Latina homemakers are single mothers, which may require part-time work due to responsibilities for their children (Women Work!, 2010). Some employers may not be as flexible as other employers when children are sick and the mothers have to miss work in order to take care of her children. While Latina homemakers are struggling financially, they are also often dealing with their emotional issues, such as loss of identity and struggles emanating from not finding a fulfilling employment.

**Loss of identity.** Leaving an abusive partner can cause personal hardship leading to a loss of identity. Many women once had a dream to have a full time job, but relinquished it to be a full time mother and wife (Stone & Lovejoy, 2004). Thus, a lack of full time employment could lead to financial dependence on their spouse (Arendell, 1987). Gove and Shin (1989) note that during women’s marriages, they develop a sense of themselves as mothers and wives and not as individuals. Latina homemakers have to transition from the security of marriage to the uncertainty of being single and not knowing what the future holds. This could be a frightening time for them, because their whole lifestyle has changed.

Wettersten, Rudolph, Faul, Gallagher, Trangsrud, Adams, Graham & Terrace (2004) state that emotional stress is a significant factor in the lives of these women today, who are faced with a shift in their life that they did not expect. Job hunting and realizing that they are not fully qualified for several jobs that they applied for could lead to depression, low self-efficacy and a loss of identity. The emotion that most Latina homemakers feel is a loss of identity (Wettersten et al., 2004). Displaced homemakers are women who are no longer a wife that cares for her children; therefore, she could
experience a loss of identity. That is, they are in a search of their skills, values, strengths, interests and overall what could make them happy again (Gove & Shin, 1989). According to Wang and Amato (2000), when displaced homemakers are forced to adapt to negative changes, coping abilities may be harmed, and lead to a decrease in psychological well-being.

**Career Issues**

According to Helfrich and Rivera (2006), Latina homemakers who are survivors of domestic abuse face psychological, educational, social, economical and career issues. Additionally, they encounter obstacles such as immigration status, as well as, family in their homeland, which cannot provide support in the U.S. Originally, career theorists created career theories as a development implementation model for White males. Women and minorities were not considered when the career development stages were created (Helfrich & Rivera, 2006). Latina homemakers, who are displaced because of domestic abuse, are the focus group of this project. The problems and challenges that may interfere with career development for these women include the following: lack of work experience, lack of skills, lack of a support system, lack of self-exploration, and knowledge about their interests, values, skills and job search skills.

**Lack or limited work experience.** This particular population did not have an opportunity to obtain more advanced career development. Due to their limited experience in the world-of-work, these unique clients have a lack of education and work experience, which is a major challenge when they attempt to attain a full-time occupation (Helfrich & Rivera, 2006). The career counselors in this program will help these clients exercise self-exploration and job search strategies to address their limited work experience.
**Lack of skills.** Due to the lack of history of work experience, displaced women may not be able to identify skills that they can utilize in a full-time career. Their previous work experience may involve jobs that provided low wages with little or no benefits, which can hinder them in obtaining a full-time occupation (Helfrich & Rivera, 2006). Although, they may have difficulty identifying their skills; this program will encourage clients to explore their skills, values and interests. These exercises will help them to learn how they will be able to utilize their skills, interests and values during their career exploration phase.

**Lack of a support system.** Latina mothers who left their abusive spouse may have experienced a lack of support from family, friends and childcare services due to cultural beliefs and/or possessive spouses. Childcare in this culture would consist of their family members, such as the Latina mothers’ parents, parent in laws, and siblings instead of daycare schools (Gianakos, 1999). Their life role was to be a good wife and mother, which hindered them in exploring more about the world-of-work outside of their family role (Gianakos, 1999). According to Chronister & McWhirter (2003), a lack of support to help with childcare may create obstacles of attaining an occupation, as well as, making time to participate in self-exploration and job interviews.

**Self exploration.** The first stage of career development is self-exploration. This population could benefit from self-acknowledgement and exploring interests prior to career exploration. According to Gianakos (1999), battered women may have a distorted realistic appraisal of oneself and may not have clarity of self-concept outside of their attachment with others. During the stage in the intervention that focuses on self-concept, self-esteem and self-efficacy, the clients will learn about their own personal interests, values, skills and personality. Interests are considered as activities an individual enjoys
doing. Values are the needs an individual feels strongly about having in a work setting. Skills are activities that an individual can naturally perform successfully. Personality is a personal preference an individual develops biologically and sociologically (Gianakos, 1999).

**Job search skills.** Chronister and McWhirter (2003) state, “A short term employment focus ignores the developmental nature of career interests, as well as complex barriers battered women face” (p. 419). Once the clients discover their interests, values and skills, they have the opportunity to discover various methods to search for a career, for which they feel passionate. Clients will have an opportunity to research occupations that aligns with their interests, values and skills, which will exercise their ability to set attainable goals to accomplish for economic stability.

**Programs That Have Been Implemented In The Past**

Programs that have been amended by federal laws are designed to increase funding so displaced homemakers are encouraged to prepare for their careers in a manner that leads to self-sufficiency (Women Work!, 2005). Many domestic violence programs in the United State have diminished due to federal and state budget cuts for underserved communities (Administration of Children and Families, 2010), which hinders the program development opportunities to assist survivors to maintain a minimal standard of living.

According to Choy (2002), the Perkins Vocational and Technical Education Act of 1976 supported displaced homemaker programs and gender equity programs. By 1997, the federal commitment reached approximately $100 million. After 1998, states were only allowed to spend $60,000 to $150,000 for non-traditional training and services. Many programs were forced to close, because of the 92% funding reduction from the
Perkins Act. The Perkins Act still remains the largest funding for displaced homemakers. The Perkins Act was dedicated to displaced homemakers in order to provide them with assistance in childcare, transportation, and tuition (Choy, 2002). Survivors in the program needed career counseling, support, and vocational training that could also implement transferable skills (Wider Opportunities for Women Fact Sheet, 2004).

Another program is the Higher Education Act (HEA), which was established in order to provide federal financial aid to low and moderate-income students. It was designed to increase access to higher education (Women Work!, 2005). However, homemakers, who are enrolled as part-time students, are not eligible for HEA.

Concurrently with the reauthorization and funding under the Perkins Act, Congress authorized the Workforce Investment Act (WIA) in 1998 (Women Work!, 2003). The WIA law changed the program from helping the displaced homemakers and assisting dislocated workers. This law change caused the WIA program to help serve displaced homemakers in work source centers. This population is now described as the most under-served population within this system. The local Workforce Investment Board Survey states that over two-thirds of those boards using the dislocated worker funds have been used to serve fewer than 25 displaced homemakers annually (Women Work!, 2003). The National Network for Women’s Employment (2010) suggests that work source centers’ staff should receive assistance on how to effectively serve displaced homemakers in order to assist them with valuable resources to find high skill, high-wage, high-demand jobs, as well as nontraditional careers in order to prevent them from living in poverty.

Overall, the programs that were intended to provide assistance for displaced homemakers have not been effective for this population thus far. Congressional and
federal funding could consider the vast needs for Latina homemakers to be successful for themselves and their children. Furthermore, there should be programs that could help prevent women and teenage girls from involvement in abusive relationships by them being more self-sufficient and needing less welfare (Women Work!, 2003).

Benefits of this Program

This program addresses the needs of Latina homemakers, who are survivors of domestic violence. Career Counselors who are experts with this population will play an integral role during this program, as they will serve as mentors to Latina homemakers, who are survivors of domestic violence. The counselors will be able to assess beforehand if the participants are ready to receive career counseling by examining if participants have issues beyond the scope of this program. For instance, issues of substance abuse, emotional readiness, and housings require resolution for readiness for engaging in this program. During the program, the career counselor and co-facilitator will be able to work with the clients to provide adequate support during each career counseling session.

Theoretical Approaches which meet the Career Development Issues of the Focus Group: Social Cognitive Career Theory

Social cognitive/self-efficacy theory. The theoretical framework implemented in this project is Albert Bandura’s Self-Efficacy Theory, which is an element from Bandura’s Social Cognitive Learning Theory. According to Bandura, Self-Efficacy Theory is described as “expectations of one’s beliefs in one’s ability to perform a given behavior successfully” (Bandura, 1977, p. 52). He also describes how self-efficacy is implemented when people choose adequate amounts of effort in order to overcome particular obstacles and feel self-assured. The four primary sources of self-efficacy are past performance accomplishments or direct mastery experiences, vicarious experiences,
which could include social modeling, verbal persuasions and physiological feedback (Bandura, 1986). Bandura (1994) also defines self-efficacy as “people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave” (p. 71). Increasing self-efficacy could have a positive effect on goal attainment and employment outcomes for Latina homemakers.

One method of building self-efficacy is by applying Albert Bandura’s Self-Efficacy Theory. Bandura’s self-efficacy model (1994) focuses on a person’s expectations that they can succeed in tasks or actions in order to reach their goals involving activities that interest them. According to Brown, Lent and Sheu (2009), meta-analysis supports that self-efficacy helps to account for educational and vocational choices in tandem with interests. Discovering one’s own interests could lead to better jobs and more happiness in a job setting. Work source centers only are able to help displaced workers with finding the jobs that are available. However, career counselors and workers at these organizations need to implement a model that can help displaced workers find employment that interests them, as well as provide financial security.

**Social cognitive career theory (SCCT).** According to Lent, Brown and Hackett (1996), Bandura’s social cognitive theory addresses issues such as self-efficacy, outcome expectations and personal goals, all areas in which Latina homemakers displaced by domestic violence need assistance. The sources of self-efficacy are described as having the (a) ability to pursue personal performances, (b) vicarious learning, (c) social persuasion and (d) physiological arousal. Outcome expectations are the belief that a behavior carries a specific outcome. Personal goals are to determine a particular task and engage in an activity in order to accomplish the outcome.
Lent, Brown and Hackett’s (1996) SCCT expands Bandura’s Social Cognitive Theory by focusing on the “process through (a) academic and career interests develops, (b) interests, in concert with other variables promote career relevant choices, and (c) people attain varying levels of performance and persistence in their educational and career pursuits” (p. 85). Each component of this framework is important to address because the largest barriers to employment for this population are low-efficacy, low outcome expectations, and a lack of personal goals (Chronister & McWhirter, 2003). Lent and Brown (1994) state that self-efficacy is a primary aspect to career performance, because it is the foundation to the level of attainment an individual achieves in their work tasks, despite obstacles in a career path. Persistence and performance are influenced by self-efficacy, outcome expectations, and performance goals. Chronister and McWhirter (2003) state that domestic violence survivors may have experienced the feeling of being a “hostage” in their own homes and cut off from their communities (p. 151). As a result, their opportunity to succeed at educational and career-related tasks may have been restricted.

**Positive psychology.** Seilgman and Csikszentmihaly (2000) complemented traditional psychology theories with Positive Psychology. Positive Psychology is a scientific study to believe in the worth of life. There are three components within Positive Psychology (a) evolutionary perspectives, (b) positive individual traits and (c) positive institutions. Evolutionary perspectives are the belief to be happy in the present time, content with past experiences and have hope for the future. Positive individual traits and positive institutions focus on strengths in oneself and in the community.

**Trait and factor theory.** Parsons (1909) was the first to introduce this vocational guidance concept. Parsons describes an individual’s characteristics can be measured
through assessments and labeled traits, which is a connection among characteristics for a satisfactory job performance and labeled factors. Parsons discusses that individuals must first understand themselves in order to have a satisfying occupation. Further, they would need to fully understand their potential employment industry. Assessments can expose personal knowledge along with activities a career counselor can offer to an individual. Additionally, utilizing resources such as the *Occupational Outlook Handbook* (n.d) is a useful tool when conducting occupational research. Offering a framework, such as the Trait and Factor Theory, can assist this population, since they may have limited knowledge of employment industries and a connection with their values and needs.

**Career Intervention**

In this section, the author will explain the career interventions that will be utilized for this population, which includes self-exploration, assessment activities towards self-discovery, and job search skill development. These particular intervention components will assist this population’s challenges with lack of self-identity, self-efficacy, career identity, skills, and decision-making strategies that they may not have had an opportunity to explore.

The self-exploration stage is when the clients will be given various assessment tools. The StrengthsQuest (Rath, 2007) assessment will allow clients to learn about what their strengths are, which enable this population to learn positive aspects about themselves. Knowdell’s Values Card Sort (Knowdell, 2010) will help clients uncover their values when exploring careers. The Career Occupation Preference System (COPS-P, EdITS, 2002) will help clients learn about occupations that align with their skills, values and interests. This stage of the program will allow clients to feel more confident about their identity to move on to job search preparation.
Job search preparation will allow clients to develop resume writing, online job search and interviews. During this stage, clients will learn how decision-making skills play an important role when choosing a career path. This program will provide workshops on goal setting, resume writing, job searching, and occupational preferences. Ideally, these interventions will lead to an interview so these women can obtain economic stability and survival for themselves and their children.

**Summary**

In summary, this chapter provided various theories that play an important role in the career development of Latina homemakers. Super’s Life Span Theory, which explored various career stages, and Bandura’s Self-Efficacy Theory were applied to this population. The literature review reflected on issues of this population, which included family and culture expectations, divorce, education, financial burden and loss of identity. This population needs a specific career counseling program to meet the needs of Latina homemakers as they need self-sufficiency in the world-of-work. The next chapter will describe the procedures of such a program.
Chapter 3

Logic of the Program

Chapter three provides the justification for this program. This chapter will discuss a brief overview of the program, required materials, assessments used, and program procedures.

Based on the research, there are significant needs for the career development of Latina displaced homemakers in order to gain long-term employment satisfaction that relates to their interests and strengths. Furthermore, this population may experience low self-efficacy and in order to gain more self-efficacy, the program will be using Albert Bandura’s-self efficacy theory and Lent, Brown, and Hackett’s Social Cognitive Career Theory. To this end, the program would be implementing the StrengthsQuest model in order to enhance Latina displaced homemakers’ knowledge about their strengths, which could in turn influence their self-efficacy. This intervention will take place while they are searching for desirable employment.

The assessment instruments used in this program include the StrengthsQuest assessment (Rath, 2007), Careeer Occupational Preference System Form P (COPS-P, EdITS, 2002) assessment and Knowdell’s Vista Card Sort (Knowdell, 2010). The importance of the StrengthsQuest assessment is to focus on how individuals’ strengths have been utilized when accomplishing personal tasks and how it will be helpful during their career development. Along with StrengthsQuest, the group will utilize Knowdell’s Values Card Sort (Knowdell, 2010) to closely examine their values, which can be implemented in their work setting. Participants will also use the COPS-P assessment
(EdITS, 2002) because it will help them acknowledge their interests based in three different types of career clusters.

The facilitator and co-facilitator are encouraged to remember that this population may not fully understand themselves, as they may have been fully dependent and were/are controlled by their significant others. Additionally, participants in this program may have few or no computer skills. Therefore, the facilitator and co-facilitator need to be empathic and accommodating to the group’s needs. The facilitators’ qualifications are that they must have a master degree in career counseling or a post-masters certificate in career counseling. If addition, co-facilitators are needed, which could include a current career counseling masters student-in-training or/and one who has past experience in a workforce center or related field. The student-in-training would receive one hour per week of individual supervision from the master level career counselor.

**Required Materials**

- Computers
- Projector
- Pencils/pens
- Colored pencils
- White paper
- White board
- Dry erase markers
- Pre-intake Form
- Intake Form
- COPS-P Clarity Chart (adapted from the COPS-P result booklet)
- Values Chart
Assessments

- StrengthsQuest, Gallup, Inc. (Gallup, 2007)
- COPS-P results booklets: EdITS/ Educational and Industrial Testing Services (EdITS, 2002)
- Knowdell’s Values Card Sort (Knowdell, 2010)

Strength’s quest. The first assessment is a formal assessment. Participants of the Battered Women’s Career Counseling Group will take the Clifton’s Strengths Finder (Rath, 2007) that will be purchased from Gallup’s StrengthsQuest website, www.strengthsquest.com. The opportunity for participants to implement their strengths throughout each counseling session could be beneficial for this population, since these women may feel that they do not have strengths and skills to obtain employment. The Clifton’s StrengthsFinder assessment takes approximately 30-minutes to finish. Harter and Hodges (2003) explored the relationship between the Clifton StrengthsFinder and the “five-factor model of personality” (McCrae & Costa 1987). This tested the validity of StrengthsFinder. As predicted, there was a statistically significant correlation between the Discipline theme and Conscientiousness, Woo and Extroversion, Ideation and
Positivity. When the reliability of StrengthsFinder themes was evaluated, almost all of them exhibited test-retest reliability after a six-month interval, exhibited consistency (Gallup, 2000). This instrument has high face validity, as it seems to measure strengths.

When taking StrengthsFinder, the results consist of the individuals’ customized list of their top five talent themes. Their top five natural talent themes would be utilized in each career development session and with activities in order for this population to develop more connection with their strengths. Furthermore, participants will explore how their strengths are practiced in past work and overall life experiences. These activities will not only help battered women learn how their strengths were used, but also understand how they can describe their strengths and work experience in their future job interviews.

Career occupational preferences system form P (COPS-P). The Career Occupational Preferences System Form P (COPS-P, EdITS, 2002) Assessment is a formal assessment appropriate for Battered Women Career Counseling Group, because the assessment could be used as a source of exploring various occupation clusters. According to Knapp-Lee, Knapp and Knapp (2012) the reliability estimates support consistency and the test-retest correlations were .89 and .94. The validity of COPS-P is based on the taker answering the questions as clearly as possible in order for it to be valid. This assessment could take approximately 30-to-45 minutes to complete and an additional 15-20 minutes for scoring. After the participants received their top three occupation clusters, they will be able to start the exploration phase of researching various occupations that they may be interested in pursuing. The counselor will encourage the participants to integrate across assessments (StrengthsFinder and COPS-P) by asking the group to also think about their strengths while they are exploring their specific
occupations. The COPS-P assessment (EdITS, 2002) could introduce various occupations of which this population was not aware. The COPS-P assessment and activities would be used as an exploration phase for relating their interests, strengths and various job opportunities. The face validity of the COPS-P is high.

**Knowdell’s values card sort.** Knowdell’s Values Card Sort (2010) is an informal assessment that assists individuals in identifying their values. This is appropriate with this population because this assessment provides participants the opportunity to closely examine their values of what is most important and what is least important. This information can enlighten the participants in their career development process and help connect their occupational goals with their values. Reliability and validity are not available for this instrument as it is an informal assessment; however, the face validity depends upon the person who is conducting the assessment and seems to be high as all items are values related.

**Procedures**

In order for participants to be eligible for this program, they must complete at least six individual counseling sessions that focus on coping mechanisms for either PTSD or other concerns prior to signing up for the career counseling group. Their therapist will assess the individual for readiness to transition into career development. The therapist could recommend that the individual is able to work on career development while seeking individual counseling. Each individual will complete an intake form prior to her first career counseling session. The nine-week program will take place one evening per week at the domestic violence center.

Staffing consists of a career counselor who obtained a master of science degree in counseling with a specialization in career counseling or a post-master’s certificate in
career counseling with at least two years of experience working with this population. The facilitator must speak and read fluently in Spanish. Furthermore, he/she needs an understanding of the Latino population served. In addition, a co-facilitator with the same experience or currently seeking a degree as the career counselor will assist with facilitating the group sessions. For facilitators seeking a degree, one hour of individual supervision per week will be provided by a master level career counseling clinician.

Additionally, an administrative assistant who has at least 2 years experience with administrative duties will assist. He/she must also sign a confidentiality agreement. The duties of the administrative assistant consist of preparing handouts, contacting the participants, setting schedules, sending reminders and anything that would be needed in order for the preparation for each group counseling session.

Summary

In conclusion, the purpose of this project is to offer a career development program particularly designed for Latina homemakers who are survivors of domestic violence. The participants will have an opportunity to conduct career exploration, increase awareness of strengths, which could in turn increase self-efficacy, gain job search skills, such as, resume writing and interviewing skills. The program that follows is a detailed outline of the eight group counseling sessions.
Chapter 4 – The Program

Presession: Intake

Topic: Assessment to the Program

Time: 30 minutes

Goal: Determine if client is ready for the group counseling program.

Objective:

1. Prospective group participant will meet with the head facilitator and discuss the pre-intake form that was completed with her therapist.

2. The client will be able to discuss her future goals with the facilitator.

3. The facilitator will determine if the client is ready for group career development counseling.

Materials

• Intake form the client completed with the therapist. (Appendix A)

Sequence of Activities

I. Discussion of intake form

   a. Head facilitator welcomes prospective client and introduces each other.

   b. Each pre-session will be on a case-by-case basis.
**Session One: Icebreaker**

**Topic:** Icebreaker and Roles

**Time:** One hour (90 minutes)

**Goal:** Develop a comfortable environment and gain a clear understanding of the goals and confidentiality rules for future sessions.

**Objectives:**

1. Each client will complete a Career Development Survey Form for the head facilitator and as a “refresher course” for the client in order to better understand their background.

2. The group will set their own three personal goals for the upcoming sessions.

3. Each participant will know at least one new thing about a group member by the end of this session.

4. Each participant will acknowledge roles, strengths and values as a housewife or/and mother

5. The group will sign and acknowledge that the group discussions should be kept within the group and confidential (the head facilitator will use the organization’s confidentiality agreement form).

**Materials:**

- 10-15 Sheets of blank paper for each participant
- Colored pencils, markers, pens
- Career Development Survey Form (Appendix B)
- 3 Personal Goals Sheet (Appendix C)
- Roles and Responsibilities of a Housewife (Appendix D)
• Confidentiality Agreement (Appendix E)

Sequence of Activities:

I. Welcome and Rules: (20 minutes)
   a. Welcome participants as they enter the room and instruct them to fill out their career surveys to the best of their abilities.
   b. The head facilitator gathers the participants in a circle and welcomes everyone together as a group.
   c. The head facilitator and co-facilitator introduce themselves to the group (name, degree, any additional background that may be necessary).
   d. The head facilitator explains that career counseling is to provide the group tools in order for them to enhance their knowledge about occupations that relate to their interests, strengths and previous work experience, including roles as a housewife and mother.
   e. The head facilitator explains the importance of confidentiality and that any information that is shared in the group must stay within the group. The only exception is if someone of harm to herself or harm to another person, including vulnerable populations such as children and elderly or court mandate to release records. If anyone breaks the confidentiality agreement, they could no longer receive career counseling services. Confidentiality among group members cannot be guaranteed, but should be expected out of respect for each others’ privacy.
   f. Questions and Answers for what was discussed thus far.

II. Icebreaker Activity: (30 minutes)
a. The head facilitator informs the participants that they will now do an icebreaker activity in order to introduce each other in the group.

b. The head facilitator hands out a blank sheet of white paper, markers, color pencils and a pen.

c. The head facilitator instructs the participants that this is a creative activity to describe themselves and they must include but not limited to; name, favorite hobby, what makes you happy and a strength. The head facilitator encourages the participants to use the markers, pens and colored pencils.

d. The participants form as a group and will take turns to answer what was asked of them to share any additional information they would like to share with the group. (Head facilitator encourages clients to ask questions or reflect on what each participant shared).

III. Roles of a Housewife and Mother (30 minutes)

a. The head facilitator transitions the icebreaker to stating that this new activity is to acknowledge roles of being a housewife or/and mother as it is a very important skill that every participant has.

b. The head facilitator passes out the Roles and Responsibilities handout to participants in the group.

c. The head facilitator advises the group to think about the responsibilities they have done or still do as a housewife/mother and to write it under the column that says “roles and responsibilities.”

d. Next, the head facilitator informs the group to think about the skills, values and strengths they have to perform the task under the roles and responsibilities column. Write them under each appropriate column.
e. The head facilitator tells the group that they have about 15 minutes to think about it and write it on the handout. While the participants are working on the activity, the head and co-facilitators will walk around and work with anyone who seeks assistance.

f. After 15 minutes has passed, the head facilitator brings the group back for an open discussion about the activity. The head facilitator invites anyone to volunteer.

g. After the open discussion, the head facilitator emphasizes that everyone in the group has skills, values and strengths to accomplish tasks and this is a great foundation to have during the next seven sessions.

IV. De-brief/Closing (10 minutes)

a. Facilitators praise the participants as a group for how well they shared information about themselves.

b. Facilitators encourage each participant to describe one thing she learned about another person in the group and one word to describe how they feel about the first session.
Session Two: Strengths

Topic: Discovering My Strengths

Time: 1 ½ hour (90 minutes)

Goal: Participants will discover and better understand their strengths.

Objectives:

1. Participants will learn about StrengthsQuest (Gallup, 2010) and how it could be utilized throughout the group sessions.
2. Each client will complete the StrengthsQuest (Gallup, 2010) assessment on the computers provided by the center.
3. Participants will discover their top five strengths and will discuss at least one time it was utilized.

Materials:

• At max- eight Computers with Internet access for the StrengthsQuest (Gallup, 2010) assessment.
• At max- eight StrengthsQuest Access Codes
• Printer for assessment results
• StrengthsQuest book to show the group (Rath, 2007)
• Top five strengths worksheet (See Appendix E)
• White board
• Dry erase marker
• Strengths and how it was used activity
• COPS-P assessment (EdITS, 2002) (homework for session 3)

Sequence of Activity:

I. De-brief about last session: (5 minutes)
a. The head facilitator welcomes the participants back for their second session to the career counseling group and asks the group if there are any thoughts or feelings they would like to share since the last meeting.

b. After questions and/or comments are shared, the head facilitator reminds the participants that we will be emphasizing their strengths throughout future sessions.

II. Introduction to StrengthsQuest: (5 minutes)

a. Head facilitator writes on the board and quotes, “Choose a job you like and you will never have to work a day in your life.” – Confucius

b. Head facilitator asks the group what they think the meaning of this quote is and the group will briefly share their comments.

c. Head facilitator states that everyone has natural born strengths and talents and acknowledging these natural strengths, could help their understanding of what type of work environment they would prefer, as well as with the job search process, and in job interviews.

d. The head facilitator informs the participants that they will be taking a StrengthsQuest Assessment (Gallup, 2010) for this session and will discover their top five strengths.

III. StrengthsQuest Assessment (40 minutes)

a. The head facilitator passes out the StrengthsQuest access codes with instructions to register and to choose the StrengthsFinder 2.0 option.

b. The head facilitator emphasizes that it is NOT a test and there are NO wrong answers and to answer the questions with their first reaction. The head facilitator will explain to participants that it is timed for each
question. If a member has a learning disability, which was screened for on the intake form, StrengthsQuest will be contacted to remove the time-limit on responding to items.

c. After they are done with the assessment, they are to print their results.
   Each participant is to read their results and highlight anything they agree with and disagree with and/or any questions.

IV. StrengthsQuest Activity: (30 minutes)
   a. The head facilitator gathers the group together and asks them what their thoughts and feelings are about taking the assessment and their results.
      (The head facilitator encourages participants to ask questions or comment on anyone who expressed their feelings and thoughts).
   b. The head facilitator passes out the “My Top 5 Strengths” Activity handout. The head facilitator instructs the group that they are to write their top five strengths results on the left hand column, define each theme in their own words on the middle column and then write a brief description of the time when they utilized that strength in the right hand column. It could have been at a previous/present job, personal life, or/and school.
   c. Each individual in the group is encouraged to share their top five strengths, a brief description of what their strengths are and how they have utilized their strengths in the past or present moment.

V. De-brief/Closing: (10 minutes)
   a. Facilitators encourage any questions and comments from the group.
b. Head facilitator then hands them a COPS-P assessment booklet and explains that this assessment is based on your interests and asks them to answer each question to the best of their abilities.

VI. Homework: COPS-P Assessment

a. Participants are to take the COPS-P assessment as homework, because of the extensive amount of questions and amount of time to answer it.

b. The assessment will be scored and will be elaborated on in more detail in session three.
Session Three: COPS-P

Topic: COPS-P Assessment

Time: 60 Minutes

Goal: Clients will learn their top three career industries that are most suitable based on the COPS-P assessment.

Objectives:

- Learn what a COPS-P assessment is and how it could help with learning about different career clusters.
- Complete the assessment and read their results.

Materials:

- COPS-P assessment
- COPS-P results booklet
- #2 pencil for scoring

Sequence of Activity:

I. De-brief of Last Session and StrengthsQuest Activity: (40 minutes)
   a. The head facilitator welcomes the group back for session three.
   b. The head facilitator asks the group how they feel about their strengths that they learned about last week.
   c. The head facilitator will pass around the COPS-P assessment booklet and a pencil, explaining that this is an assessment and there are no right or wrong answers.
   d. The head facilitator says that they have 30 minutes to answer all the questions in the booklet. The head facilitator and co-facilitator walks
around during this time in case anyone has any questions about the assessment.

e. The head facilitator asks the group to form into a dyad or triad and to share how their strengths have affected their past employment, school, volunteering or/and anything in their personal life that helped them accomplish a goal. (During this activity-the head facilitator will score the COPS-P assessments as the co-facilitator will observe the communication among the dyads/tryads).

II. De-briefing/Closing: The co-facilitator gathers the group together and asks the group to briefly describe their reaction to the assessment and strengths activity. The head facilitator describes that next week will be a career exploration day on the internet.
Session Four: Occupation Exploration

Topic: Occupation Exploration

Time: 90 Minutes

Goal: Clients will learn how to explore various occupations based on their COPS-P assessment results.

Objectives:

• Explore their top three career clusters by searching through the O*Net site.
• Choose one occupation for each career cluster that best suits their interests, skills and training/education.

Materials:

• COPS-P Flow Chart (Appendix F)
• Computers
• Internet access
• O*Net website
• Eight boxes of Knowdell’s Values Cards Sort (Knowdell, 2010)
• Values Cards Sort Worksheet (Appendix G)
• Transferable Skills Worksheet (Appendix H)

Sequence of Activity:

I. Introduction to COPS-P Assessment: (10 minutes)
   a. The head facilitator describes how the assessment is used to correlate the interests to career clusters where it can be used as a tool to start or further career exploration.
   b. The head facilitator individually passes back each participant’s assessment results.
c. Once all the assessment results are passed back to the participants, the head facilitator explains how it was scored (each letter was scored based on how the participants answered each question and later placed in the correct career cluster and graphed accordingly).

d. The head facilitator explains how to observe the clusters. The higher scored clusters are the top three career clusters that are based on the participant’s interests.

e. Once the participants discover their top three career clusters, the head facilitator refers to the back of the booklet where there are a list of occupations that are nested under the relative career cluster.

f. The head facilitator further explains there are numbers next to each occupation category and it relates to a website that would assist in the occupation exploration.

II. COPS-P/Occupation Exploration by Using O*Net: (50 minutes)

a. The head facilitator asks the participants to highlight any occupations that sound interesting or any about which they may have questions.

b. The head facilitator gathers the group by a computer and introduces the O*Net website and explains that the number next to each occupation is based off the O*Net website.

c. The head facilitator guides the group on how to research various occupations by placing the O*Net website in the address bar, clicking on the occupation search engine and typing a specific job in the search bar and clicking search.
d. The head facilitator explains what each category is for that occupation. (skills, abilities, education, training, etc.).

e. The head facilitator hand out the COPS-P Cluster Chart to each participant and asks them to choose their top three occupations for each career cluster and list it under the first column of the COPS-P Cluster Chart worksheet. Once they have completed the worksheet, the head facilitator will instruct the group to select a computer and start their research on the O*Net website as instructed.

f. After further research the group is to complete the COPS-P Cluster Chart handout and be able to identify their #1 occupation that most appeals to them for each cluster.

III. COPS-P Cluster Sharing/Closing (20 minutes)

a. The head facilitator gathers the group together and asks the group to take turns sharing with the rest of the group what they found out about themselves and their top occupational choice for each cluster.

b. After everyone in the group has shared, the head facilitator asks if anyone has questions or comments.

IV. Homework (10 minutes)

a. The facilitator hands each participant a pack of Knowdell’s Values Cards (Knowdell, 2010) Sort and a Values Card Sort worksheet.

b. The facilitator takes the cards out of a box and instructs the participants to read the value on the card and to place it either the most important, very important, important or not important pile. The facilitator encourages clients that there is NO right or wrong answer.
c. The facilitator says to pick the top five values in each pile and to write them on the appropriate box on the worksheet.

d. The facilitator passes out the Transferable Skills Worksheet to write down at least five skills learned in education, work and personal experience in each appropriate box.
Session Five: COPS-P and StrengthsQuest

Topic: COPS-P and StrengthsQuest: Building Blocks to an Occupation

Time: One Hour (60 minutes)

Goal: Identify and combine variables that are important factors in choosing an occupation.

Objectives:

• Identify and explain their five strengths, top three occupations, values, skills, and education in order to identify which occupation(s) they are interested in obtaining.

• Complete the activity by combining all factors of the five strengths, top three occupations, values, skills and education in order to discuss how each component could help determine a job/career goal.

• Create their own goals on what they will obtain in that occupation of choice.

Materials:

• Building blocks handout (Appendix I)

• Pens/pencils

• Blank sheets of paper

• White board

• Dry erase marker

Sequence of Activity:

I. De-brief from last week session: (15 minutes)

   a. The head facilitator welcomes the group to their fourth session of career counseling and emphasizes how they are improving with their career development and that they are half done with the program.
b. The head facilitator asks everyone in the group to share at least one thing they have discovered about themselves and their occupation exploration since the last session. (Facilitator encourages to ask questions or make comments based on what each participant shares).

II. Introduction and Exploration of Values, Skills and Interests: (40 minutes)

a. The head facilitator explains that choosing an occupation relates to their values, skills and interests, because it could make the work place more enjoyable.

b. The head facilitator emphasizes that everyone has their own unique values, skills and interests and that there are no right or wrong choices.

c. The head facilitator writes on the board three columns, titled Values, Skills/Education/Training and Interests. The head facilitator lists his or her own values, skills/education/training and interests under each category (simple ones) and describes to the group how it relates to him or her.

d. The head facilitator pass out a piece of paper and a pen and has the group write down their own values, skills/education/training and interests that relate to their top choice of occupation for each cluster and that they obtain or would like to obtain. Encourage the group to look at their COPS-P Flow Chart. (The group does not need to list everything listed in the O*Net list).

e. After the group is done with the first activity, the head facilitator hands out the building block handout to the group.

f. The head facilitator asks the group to write their top five strengths in the box titled strengths.
g. The head facilitator then asks the group to write their top occupations for each cluster in the box titled COPS-P cluster.

h. The head facilitator asks the group to write their top 5 most important values under the box titled values.

i. The head facilitator asks the group to write their skills that they checked off as well as those they developed from the Skills Assessment Worksheet.

j. The head facilitator asks the group to write their interests that would relate to the occupation clusters or/and anything that would be beneficial for the occupation (obtained from COPS-P).

k. Once the group is done filling in all the boxes, the head facilitator locates the box at the very top, titled preferred occupation. The head facilitator emphasizes that the boxes below the top box is the building block to pick a particular occupation of choice. The head facilitator asks the group to look at all the possibilities and components that are listed in each box and pick only one occupation they would prefer to obtain.

l. The head facilitator instructs the group to take a few minutes to reflect among themselves why they chose this occupation and the goals they would like to accomplish to achieve this goal.

m. The group will take turns sharing what they wrote on their building blocks worksheet and why.

III. De-brief/Closing: (5 minutes)

a. Ask the group if there are any questions or comments.
Session Six: Job Search Strategies

Topic: Job Search Strategies

Time: One Hour (60 minutes)

Goal: Understand various types of job search strategies and acknowledge various resources.

Objectives:

• List at least two ways to job search, such as, networking and job search websites.

• Utilize (keyword search, career cluster, location, part-time or full-time options) the job search databases on the computer/website.

• List three different job opportunities found on a job search site and record it on the job tracking log handout.

Materials:

• Computers

• Projector

• Job tracking log handout (Appendix J)

• White board

• Dry erase marker

Sequence of Activity:

I. De-brief from Last Week Session: (5 minutes)

   a. Welcome the group for their fifth session.

   b. The head facilitator ask the group if there is anything they would like to share, since the last session with the building blocks activity.

II. Introduction on How to Search for a Job (15 minutes)
a. The head facilitator introduces that the focus will be on how to search for a job.
b. The head facilitator writes on the board “Ways to Search for a Job” and under it will list:
   i. Internet: Search on job search engines, such as monstertrak.com, careerbuilder.com and yahoo hot jobs.
   ii. Networking: Contacting previous bosses, relatives, neighbors, previous teachers, workshops, conferences, etc.
c. The head facilitator describes the importance that looking for a job online as a good way to search for jobs; however, it is important to interact with as many people as possible because the links between others could go further than submitting a resume.
d. The head facilitator draw two circles: one with a participants name and the other circle with a friend’s name (Jane) and then the head facilitator will draws three circles that comes from Jane’s circle and three from each of the other circles and so forth. This example will help the group better understand the importance of networking.
e. The head facilitator states that today they will focus on internet job search strategies in order to submit resumes and learn how to search for jobs effectively.

III. Hands-On Job Search Activity: (30 minutes)
a. The head facilitator guides the group to their own computers and asks them to follow along to what the head facilitator is doing on the computer.

c. The head facilitator describes that this is one of many job search databases that are found online and that this particular site integrates jobs from other job search engines.

d. The head facilitator asks the group to type in their preferred occupation that was decided in the building blocks handout from last week in the keyword bar.

   i. Place the location where it is most convenient for them to obtain a job under the “City & State or ZIP” bar if they want to work in a particular location.

   ii. Press “Search Jobs.”

   iii. The facilitator indicates that the site lists various jobs on the website.

e. The head facilitator emphasizes the different keywords that could be placed in the keyword category. The first place to look is on the O*Net Occupations description where it is titled “relevant titles.”

f. The head facilitator also displays how they could search for a job by clicking on the “Select a Job Category” that relates to your occupation of choice.

g. The head facilitator asks if there are any questions so far. (Head facilitator will answer accordingly).
h. While on the computers and concurrently watching the projector, the head facilitator opens a job posting as an example of how to assess if they would be interested in the position and qualify for it.
   i. Print a job description. Read and highlight everything you like under duties and responsibilities. (If you highlighted more than what you did not highlight then that is a good sign you will be interested in the duties).
   ii. Read and highlight what you qualify for under the qualifications section (i.e., two years of experience, bilingual, high school diploma, etc.).

i. The head facilitator hands out the Job Search Tracking Log and instructs the participants to write down at least 3 searches that are related to their preferred occupation or anything that they might be interested in and for which they qualify.

j. The head facilitator states that they will use this time to search for jobs and to remember to record anything participants find interesting. Also, the head facilitator encourages the participants to ask questions when needed.

IV. De-brief/Closing: (10 minutes)
   a. The head facilitator asks the participants to form into a group again and reflect what they have found during their internet job search and how comfortable they feel about searching for jobs online.
   b. Questions and Answers.
   c. The head facilitator informs the participants about their homework assignment for the next session. The head facilitator states that the
homework assignment will give everyone an opportunity to think about past experiences and how it can be utilized in a resume. This will be beneficial to know during the resume workshop during the next session.

IV. Homework for next session:

a. On a blank or lined piece of paper, list any previous employment, volunteer work, education, training, clubs or professional organizations, computer skills and languages.
Session Seven: Resume Writing

**Topic:** Resume Writing Workshop

**Time:** 1 ½ Hour (90 minutes)

**Goal:** Create a resume best suited to their skills and abilities.

**Objectives:**

- Identify three different types of resumes and the benefits for each one.
- Participants will learn what to include in a resume.
- Participants will create either a chronological, functional or combined resume of their past experience and/or learn how to tailor their “household duties” into professional jargon.

**Materials:**

- Resume Power Point Presentation (See Appendix K)
- Resume Template (See Appendix J)
- Computers
- Word Document Program on the computer
- Board
- Pencils/pens
- Projector for presentation
- Printer
- Printer Ink
- Computer paper

**Sequence of Activity:**

I. De-brief Last Week Session: (5 minutes)
a. The head facilitator asks the group if there are any questions or comments they would like to share with the group about searching for jobs online.

b. The head facilitator describes to the group that today they will be focusing on building a resume.

c. The head facilitator asks the group to take out their homework assignment.

II. Introduction to Resumes: (40 minutes)

a. The head facilitator sets up the resume presentation in order.

b. The head facilitator starts the presentation.

III. Resume Writing Portion (40 minutes)

a. The head facilitator asks the group to select a computer in order to create a chronological, functional or combined resume.

b. The head facilitator sits next to the computer that is connected to the projector and asks the group to follow along on how to access the word document and sets the new document to Times New Roman, 12-point font, center alignment, left and right alignment, bold, underline, single space, and double space.

c. The head facilitator asks the group to follow the format of the sample chronological, functional or combined resume template.

d. The group is to work on their resume for the remainder of the group counseling time, while the head facilitator walks around to check-in as they build their resume.

e. Participants are allowed to save their document and print up to 20 pages once it is critiqued by the facilitator.

IV. Closing (5 minutes)
a. Questions and Answers.
Session Eight: Interviewing

Topic: Interviewing

Time: 1 ½ Hour (90 minutes)

Goal: Participants will discover how to prepare for an interview.

Objectives:

- Participants will understand at least 2 types of interviews (face-to-face, panel, group, stress and phone interviews).
- Participants will identify and answer at least three commonly used questions in an interview.
- Participants will be able to describe what proper attire is for an interview.

Materials:

- Computer
- Projector (LCD)
- Interview Power Point Presentation (Appendix M)
- Pens to write notes on the handouts

Sequence of Activity:

I. De-brief Last Week Session: (10 minutes)
   a. Ask the group how confident they feel about their resume. Each participant has an opportunity to talk about their experience writing it and the finished product.

II. Introduction to Interviewing: (40 minutes)
   a. The head facilitator states that the session today will be a presentation on interviewing and then a practice interview.
b. The head facilitator passes out the Interview Workshop Power Point presentation to the group.

c. The head facilitator turns on the computer and projector and starts the presentation based on the Power Point (the group is open to ask questions anytime during the presentation).

d. After the presentation the head facilitator asks if there are any questions based on the workshop presentation. (The head facilitator encourages questions at this time).

e. The head facilitator asks the group to answer each question that is on the “Commonly Used Questions” slide with a pen or a pencil. (5-10 minutes)

III. Mock Interviews: (30 minutes)

a. The head facilitator informs the group that we will be conducting mock interviews for the next 30 minutes. While each person is called up, the group will be practicing with one another.

b. The head facilitator has two chairs that are away from the group in order to hear the person and also respect her privacy as well.

c. The head facilitator asks each question that is on the slide and critiques the interviewee after the practice interview is over (head facilitator should state positive critiques as well as constructive feedback).

IV. Closing: (Ten minutes)

a. The group forms into a circle and the head facilitator asks the group to state how they felt about the interview workshop and mock interview.

b. The head facilitator encourages the group to continue practicing how to interview and every interview that is done is practice.
c. The head facilitator states that the next session is their presentation on their career journey. The group is to present on everything they have done in each session using their handouts, assessment results, job searching, resume writing, and mock interviewing. The clients in the group can present their career journey in various ways, such as, Power Point, handouts, writing on the board, timelines, etc.
Session Nine: Career Journey and Endings

**Topic:** Career Journey Presentations/Completion of Group Counseling

**Time:** One Hour (60 minutes)

**Goal:** Conduct a presentation on their career journey in order to practice their communication skills in front of a group.

**Objectives:**

- Compile all notes and activities from past sessions in order to choose an occupation.
- Create some type of presentation on their experience and what they have learned about themselves and their career exploration.
- Explain their occupation of choice and describe what the occupation’s role is including the following: skills, duties, education/training and work environment/context.

**Materials:**

- Computers and projector for power point presentation (if needed)
- Past notes and activities
- Board (if needed)
- Post-assessment

**Sequence of Activity:**

I. De-brief of Last Week Session: (5 minutes)
   a. The group is encouraged to express what they feel about the interview workshop and mock interview.

II. Presentations (45 minutes)
a. Head facilitator already has the computer and projector set up for anyone would like to use it for her presentation.

b. The head facilitator expresses how this was a journey for everyone to find out about themselves more and explore occupations. The presentation is for the group to understand each person a little bit more about their journey and to practice communication skills in front of a group.

c. Each individual in the group has about five-ten minutes to present their journey.

d. The head facilitator and group are encouraged to praise and/or ask questions to anyone who is presenting (at the end of the presentation).

III. Closing of Group Counseling (10 minutes)

a. Both facilitators praise the group of their participation and the their growth from the beginning of the sessions to now.

b. The head facilitator encourages the group to continue exploring, searching and working. The head facilitator queries if there is any further assistance they may need in career exploration.

c. The head facilitator hands out the program evaluation (Appendix M) and asks them to hand it in and they may leave after or stay for questions and/or comments.
Chapter 5 – Project Evaluation

Introduction

The author provided chapters one, four, references and appendences to three evaluators. The evaluators are experts in the career counseling and domestic violence fields.

Field Evaluation Team

Evaluator one is a manager of practice development at RiseSmart, Inc., an industry-leading enterprise career management firm. With a master’s degree in counseling and a specialization in career counseling and diverse experience working in the career development space including private practice, human resource, and education, she has dedicated over 5 years to helping people create careers that give meaning and purpose to their lives. Currently, she creates and manages career development and career transition programs and new products for professionals ranging from entry level to executive level.

Evaluator two has 15 years of experience in student success and is a career counselor at a university in the Southwest. She is responsible for working closely with first-year students and undeclared majors to select appropriate first-term coursework, participate in orientation, adapt to college life, and access/benefit from proper college resources. Additionally, she implements a personalized success plan to help students identify and overcome learning and developmental related challenges, as well as acquire college success and study skills.

Evaluator three is a program director at a domestic violence center. With over 25 years of experience in working with survivors of domestic violence who are primarily of Latin decent, she is responsible for counseling services for women who are currently in a
emergency shelter and transitional homes. She ensures each client in the transitional home complete at least six hours of job search development. She obtained a master in social work, and has her license in social work.

**Summary of Findings from Evaluator**

The feedback of the field evaluators to the six questions provided by the author of this program are summarized below. Each questions is listed first, followed by the evaluators’ responses.

1. **Does the program address needs of this population?**

   Evaluator one stated that the program takes special consideration of the population and what their needs are. She contended there are a few areas where a slightly less rigorous presentation strategy might benefit the participants, for instance the StrengthsQuest activity could be introduced at a later time.

   Evaluator two mentioned that the program was well thought out and contains great detail in the delivery of each session. She indicated that she is glad that the author took into consideration that individual counseling would be needed before starting the program and the intake process was also well thought out. She believed that beginning to end, each session included what a client would benefit from, such as debriefing sessions to reflection time.

   Evaluator three thought that the program addresses the needs of this population. She was impressed by the interactive approach with activities throughout each session.

2. **Do you think the assessments used in this program are appropriate for this particular population?**

   Evaluator one agreed; however, she indicated that the author needs to present the assessments a bit more slowly. For example, the StrengthsQuest assessment is a robust
assessment and the results are somewhat related to work contexts. Because this population may not have had much work experience, if any, they may have difficulty understanding and absorbing the results with the aim of connecting the results to the world-of-work. Her suggestion would be to start with an assessment activity, which explores their strengths and skills as it relates to their role as homemaker or parent. Then move from there to the more robust assessments, possibly even working on values and skills prior to the StrengthsQuest and COPS-P. Related to this, she thinks that in order to really “own” the results of their assessments, they need to first understand the importance of their role as homemaker. Her experience is that women who have been out of the workforce struggle with self-confidence and their ability to find and perform in a profession. For this reason, she explained that more time needs to be spent on enhancing their confidence and self-efficacy.

Evaluator two suggested that the assessments in general were useful, with some need for adjustment. For example, after StrengthsQuest and COPS-P, she mentioned that she would bring in a panel of the top career clusters or occupations that where mentioned by the clients. This would allow for the clients to have greater career knowledge of the working world and maybe even allow for them to shadow the panelists at work, creating a mentorship relationship, as well as expanding their network. She also suggested more examples for what a transferable skill would look like on the Transferable Skills Worksheet is needed in order to capture all learning styles (i.e. visual learners).

Evaluator three mentioned that the assessments are appropriate but the StrengthsQuest assessment should be explained better in the outline for counselors who are not familiar with this assessment. She also stated that the StrengthsQuest activity
could use an introduction to the benefits of knowing one's strengths and how it can be utilized throughout the eight-week program.

3. To what degree do you find the exercises and activities used in this program appropriate for this population?

Evaluator one indicated that the interventions in general are appropriate based on her suggestions above. Her minor suggestion is to change the order of presentation to introduce a new activity dealing with confidence and self-efficacy in the beginning of the group experience. She also thought that this group would benefit greatly from modeling. Either having a panel of former Latina domestic violence survivors, who have gone on to successfully find work and support their family, present as panel discussants or work in a mentorship capacity where each participant is paired with a mentor throughout the duration of the program and beyond could be effective. She contended that this modeling would be an invaluable support to these women. Furthermore, she suggested more time needs to be spent with the women in the development of their resume and personal branding materials. They may not have enough content at this point to compile a resume, so this evaluator contends they will need support and coaching on how to be creative about what to include. She projected that an activity, which allows them to brainstorm as a group and learn from each other’s ideas about the “creative” things they can include on their resume, will help the women develop a marketable document.

Evaluator two stated that under session six, she would like the author to provide the clients with a handout of sample actions verbs, as well as sample resumes for their specific occupation. They might lack advanced computer skills to find appropriate resumes on the web. On the other hand, she was impressed with the Job Tracking Log,
which she thought would be a great “take away” for the clients to use once they are applying for positions in the real world.

Evaluator three found the exercises and activities to be appropriate for this program; however, this population benefits from examples, such as having a visual aid of a sample resume. Further, to implement a mock interview with either a participant or among the facilitators during the interview workshop could be of benefit.

4. Do you find that the goals and objectives for this program to be realistic given the timeframe?

Evaluator one explicated that the program is built into eight-weeks, which is a fair amount of time to cover the topics. As mentioned previously, she thought that building in a mentorship component to provide the clients with an additional resource after the sessions have ended would be valuable and help them receive answers to anything they need following the close of the group.

Evaluator two assumed nine-sessions means the program is nine-weeks long. She concurred that this provides the clients plenty of time to reflect and complete the homework assignments.

Evaluator three believed that the timeframe is ideal. However, the evaluator suggested that the COPS-P session should be broken down into two separate sessions.

5. Do you have any recommendations for modifying the program?

Evaluator one indicated that activities, worksheets, and assessments reflect real world examples that will resonate with this population. These are concepts that these women may have never thought about before so providing some context will likely be valuable. She had similar comments for the strengths worksheets and other activities.
Evaluator two recommended that participants take the COPS-P in class versus taking it home as a homework assignment because even though the clients should have an eighth grade reading and writing level some of the terminology when it relates to careers might be difficult for the participants. Therefore, it always helps to have a facilitator nearby to field questions.

Evaluator three stated that the overall program is tailored for this population, but as stated previously, would like to see more examples during the workshops and the COPS-P session. Specifically, the COPS-P session could be broken down into two separate sessions, as it may be too much to do within the timeframe.

6. Do you have any reservations for this project?

Evaluator one reported that she does not have any reservations for this program.
Evaluator two stated that she not does not have any reservations. Furthermore, she believed that the author took time to think through the actual program and how the clients would react to a majority of the sessions, as well as in the selection of assessments.
Evaluator three mentioned that she does not have any reservations for this program.

Summary of Evaluators’ Comments

The suggested revisions proposed by the field evaluators prove to be valid suggestions to improve the program. There were several suggestions that will be incorporated with the goal of improving the program. Recommended content revisions include the following: introducing roles and responsibilities of a homemaker prior to the StrengthsQuest (Gallup, 2007) assessment joined with more visual examples of transferable skills and resumes.
Conclusion

In conclusion, Latina homemakers who are displaced by domestic violence encounter an abundance of challenges to be self-sufficient and to provide for their children. This program discusses Super’s Life Span Theory, Bandura’s Social Cognitive Theory, Positive Psychology and Trait and Factor Theory in order to understand Latina homemakers’ experiences. The survivors of domestic violence in this program will enhance their self-efficacy by learning goal setting, strengths, resume writing and interviewing skills in order to obtain a position in an occupation they desire.
References


Howell, N. (2009). Voices of women in the field to everything there is a season. *Journal of Women in Educational leadership, (7)*, 45.


APPENDIX A

Pre-Intake

1. How long have you been seeing your personal therapist at this organization?
   ________________________________________________

2. Do you feel comfortable with discussing past work and personal experience in front of a group?  Yes  No

3. Do you feel ready to learn more about yourself and the world-of-work?
   Yes  No

4. Please list any previous work experience (if you have any).

   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

   Any comments?
   ________________________________________________
   ________________________________________________
   ________________________________________________
APPENDIX B

Career Development Survey

Name:________________________________________________________________________

1. Age:________________________________________________________________________

2. Ethnicity:________________________________________________________________________

3. Current address: __________________________________________________________________

4. Do you have children? If so, how many, age? __________________________________________________________________

5. Are you currently employed? (circle one) Yes No If no, skip to # 8

6. Are you working full-time or part-time? __________________________________________________________________

7. What is the title of your position? __________________________________________________________________

8. Do you have employment history? __________________________________________________________________

If so, please list titles of past employment:

1.________________________________________________________________________

2.________________________________________________________________________

3.________________________________________________________________________

9. What are the problems you are currently facing with finding a job (full-time/permanent)?
10. Are there any needs that could assist you in obtaining a job (full-time/permanent)?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

11. Additional comments?

_____________________________________________________________________
APPENDIX C

**Personal Goals**

Instructions: Please state one personal goal in each box that you would like to accomplish by the end of the group sessions.

<table>
<thead>
<tr>
<th>Goal 1:</th>
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<tbody>
<tr>
<td>Goal 2:</td>
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<td>Goal 3:</td>
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## APPENDIX D

### Roles and Responsibilities of a Homemaker

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
<th>Skills</th>
<th>Values</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Cook a healthy meal for husband and kids in order to maintain a healthy lifestyle.</td>
<td>Example:</td>
<td>Example:</td>
<td>Example:</td>
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<tr>
<td></td>
<td>- Preparation of meat</td>
<td>- Preparation of meat</td>
<td>- Time management</td>
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<tr>
<td></td>
<td>- Cutting techniques for vegetables and fruits</td>
<td>- Analysis (food ingredients)</td>
<td>- Analyze (food ingredients)</td>
</tr>
<tr>
<td></td>
<td>- Understand measurements of ingredients</td>
<td>- myself and family is having a nutritional meal</td>
<td>- Responsible</td>
</tr>
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</table>

- Time management
- Analyze (food ingredients)
- Responsible
CONFIDENTIALITY AGREEMENT

This is to certify that I, ______________________________, the participant of group counseling at [Organization], understand that any information (written, verbal or other form) obtained during the each counseling session must remain confidential. This includes all information about members, clients, families, and other participants in the group, as well as any other information otherwise marked or known to be confidential.

I understand that any unauthorized release or carelessness in the handling of this confidential information is considered a breach confidentiality.

I further understand that any breach of the duty to maintain confidentiality could be grounds for immediate dismissal and/or possible liability in any legal action arising from such breach.

______________________________
Signature of Client Participant

______________________________
Date

______________________________
Signature of Head Group Facilitator

______________________________
Date
APPENDIX F

**My Top 5 Strengths**
Instructions: Write one strength in each box on the left hand column. Define the meaning of each strength in your own words under your strength. Write (bullet point is fine) a time you used your strength at work, home, school or a personal time.

<table>
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<tr>
<th>Strength</th>
<th>When Did You Use Your Strength</th>
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<td>5.</td>
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<td>My Strength Themes</td>
<td>Defined in My Own Words</td>
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<tr>
<td>Career Cluster 1</td>
<td>Top 3 Occupations 1.</td>
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APPENDIX H
MY Values

<table>
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<tr>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
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APPENDIX I

Transferable Skills Exercise

Instructions: List at least five skills you learned in each section. Then circle which skills transfers to the career you want.

Resource: http://jobsearch.about.com/od/skills/fl/transferable-skills.htm

Education Skills:
1. ________________________________________________________________________
2. ________________________________________________________________________
3. ________________________________________________________________________
4. ________________________________________________________________________
5. ________________________________________________________________________

Work Skills:
1. ________________________________________________________________________
2. ________________________________________________________________________
3. ________________________________________________________________________
4. ________________________________________________________________________
5. ________________________________________________________________________

Life Experience Skills:
1. ________________________________________________________________________
2. ________________________________________________________________________
3. ________________________________________________________________________
4. ________________________________________________________________________
5. ________________________________________________________________________

Adapted By: http://chooseyourownfuture.org
# Building Blocks to an Occupation

<table>
<thead>
<tr>
<th>Preferred Occupation</th>
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<th>Skills/Education/Training</th>
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<tr>
<th>Interests</th>
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<th>Strengths</th>
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<th>COPS- P Cluster</th>
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APPENDIX K - Power Point

Slide 1

Resume Workshop

Slide 2

The Purpose of a Resume
- A start to get interviews
- Market your past experience
Slide 3

Categories on a Resume

- Objective
- Education
- Special Projects
- Experience
- Special Skills
- Volunteer

Slide 4

Header

- Name, address, telephone number and (professional) email address

Slide 5

Objective

- A clear statement which will help the employer indicate the position you are applying for
Slide 6

Experience

• List all of your past experience: include part-time jobs, full time jobs and volunteer experience

• Place all relevant jobs first and then additional experience after

Slide 7

Experience con’t

• Describe the specific activities of your job

• Use “Action Verbs,” words in the beginning of each job description

Slide 8

Education

• Your most advanced degree should come first

• Include the institution attended, the major (if appropriate) and the month and year of graduation
Slide 9

**Special Skills**
- List skills applicable to your field, such as fluency in a foreign language
- Any computer skills that you know and also will pertain to the job

Slide 10

**Create your Resume**
- Start by writing a rough draft
- Compare duties on the job description and your experience. Include the experience you achieved
- Google sample resume templates as a guide to format your resume

Slide 11

**Helpful Websites**
- List of Action Verbs:
  [http://career.oped.wfu.edu/files/2013/05/ActionVerbs-for-Resumes.pdf](http://career.oped.wfu.edu/files/2013/05/ActionVerbs-for-Resumes.pdf)
- Chronological, Functional and Combination Resume Templates:
  [http://jobsearch.about.com/od/resumes/p/resumetypes.htm](http://jobsearch.about.com/od/resumes/p/resumetypes.htm)
APPENDIX L

A Sample Resume to Get Started

Name
Address
Phone Number
Email Address

Objective: To obtain a _________________ position at ______________________

Experience

Position MO/YR – MO/YR
Company

• Responsible for_____________________________________________________
• Coordinated _______________________________________________________
• Organized_________________________________________________________
• Interpreted ____________________________________________________

Position MO/YR – MO/YR
Company

• Maintained ________________________________________________________
• Facilitated _________________________________________________________
• Resolved __________________________________________________________

Education
Crest Hill High School May 1996

Skills
• Fluency with speaking and writing in Spanish
• Proficient in Microsoft Work, Power Point, Excel, Quickbooks
APPENDIX M - Interview Workshop

Slide 1

Interview Workshop

Slide 2

What is an Interview?

• A formal meeting where the employer (company you are applying for) would ask various questions to the applicant (you) about past employment and skills that pertains to the position.
Slide 3

Types of Interviews

- Phone:
- One on One:
- Group:
- Panel:
- Stress

Slide 4

Prepare for an Interview

- Research the company:
- Research the position:
- Review your resume (update if needed):
- Prepare travel time
- Prepare clothing (iron-etc)

Slide 5

Dress to Professionally Impress

- Dress Slacks
- Collard top
- Less jewelry is more
- Closed toe/heel pumps
Slide 6

Day of Interview

- Arrive at least 5 minutes early (10 minutes max)
- Greet everyone (including receptionist)
- Fill out an application if needed

Slide 7

Commonly Used Questions

- Tell me about yourself?
- What are your strengths?
- What are your weaknesses?
- How would you be an asset to our company?
- Why do you want to work here?
Slide 9

After the Interview

- Write a thank you letter/email or card

Slide 10

Good Luck!!!
APPENDIX N- Handout

Career Group Counseling Program Evaluation

Name: ________________________________________________________________

Did you find the Career Group Counseling sessions to be useful?

YES NO  (circle one)

Please explain:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

What are your 5 top strengths:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________

How do you plan on using your strength themes?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

What are your top 3 career clusters?

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

After your career exploration, which career cluster was your first choice? And why?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Did you find this program to be helpful (did it meet your needs)?

YES NO
Please explain:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Did you feel like the facilitator was empathetic and aware of your feelings?
YES  NO

Please explain:
________________________________________________________________________
APPENDIX O

Questions for Program Evaluation

1. Does the program address needs of this population?

2. Do you think the assessments used in this program appropriate for this particular population?

3. To what degree do you find the exercises and activities used in this program appropriate for this population?

4. Do you find that the goals and objectives for this program to be realistic given the time frame?

5. Do you have any recommendations for modifying the program?

6. Do you have any reservations of this project?