**Pre – ETS (PE) JOB EXPLORATION COUNSELING CURRICULUM**

**CASE SERVICE CODE: 1005X**

 **Developed By: Shana Baker**

**OBJECTIVE:** The purpose of the Job Exploration Counseling service is to provide Students with Disabilities with an in-depth understanding and assessment of their interests, abilities, work values, and desired level of education as it relates to developing a viable career goal. Various types of employment including self-employment and the military will be considered as determined by expression of interest, on behalf of the students.

**EXPECTED OUTCOMES:** All participants will have the opportunity to investigate and explore their interests, abilities, work values, and desired level of education utilizing career decision making tools. In addition, occupational titles and non-traditional career pathways that are in alignment with these factors will be intensively explored using a variety of methods including informational interviews, attendance to occupational information sessions with local organizations, internet research, local labor market statistics, and exploration of relevant programming options. Students who participate in this service will complete the Job Exploration Counseling with an understanding of necessary competencies, job duties and responsibilities, work environment and expectations for specific occupations and career pathways. Students who complete the Job Exploration Counseling service can expect to conclude the service with a viable employment goal, and a general path of how to attain the goal, in mind.

**FIRST SESSSION:**

* Person – Centered intake appointments will be conducted. Gathering of all relevant information related to identified goals, educational history, and feelings/attitude around future educational pursuits. Paid and non-paid work experiences, strengths, and abilities, as well as limitations and barriers as they relate to education and work will be discussed. In addition, discussion will take place around occupations of current interest, as well as how the diagnosed disability impacts the students’ performance and emotional being day-to-day.

**SECOND SESSIONS:**

* The instructor will administer Feller-O’Shea Career Decision Making Tool workbook in collaboration with the students to assist in identifying career interests, skills, work values, and desired level of education. The instructor will promote discussion around different occupational preferences to assist in developing the student’s insight into identifying career pathways that would be suitable and in alignment with these factors.

**THIRD SESSION:**

* The instructor will score the students responses using the Feller-O’Shea Career Decision Making Tool scoring method. This will provide the students with a list of approximately 100-130 occupational titles that are matches based on their answers to the workbook material.
* Students will work collaboratively with the instructor to identify occupations that they would like to further explore from the list of job titles that have been identified as potential career matches.

**FOURTH SESSION:**

* The students and the instructor will spend time doing in-depth research on each occupation of interest. This includes conducting internet-based research using various websites to gain understanding of necessary competencies, as well as educational requirements, and specifics of work environments related to each occupational title. Resources such as ONET Online (US DOL) and regional job search engines will be utilized to gather information related to local labor market statistics. The instructor and student will work together to investigate training and programming options including length of time, cost, and demand of curriculum. Research on salary and analysis of return on investment of time, education, and cost will be conducted and considered when determining the students vocational goals.
* Further research may be conducted via informational interviews, orientations to various career pathways, exploration of apprenticeship opportunities, etc. should the student wish to participate in this level of exploration to assist them in developing a new employment goal, or to validate an existing employment goal. Each type of occupational investigation that involves coordination with local employers, educators, or organizations will be orchestrated by the instructor to ensure a strong level of customer service is provided to both the student and the employer/organization.

**FIFTH SESSION:**

* The students will work closely with the instructor to develop questions that will assist the students in gaining necessary knowledge and insight into specific areas of vocational interest intended to be acquired through requested informational interview if this level of further exploration is necessary.
* Should the students deny interest in participating in further exploration, based on the current knowledge they have gained, the students and instructor will meet to discuss and initiate the development of a working career goal to be presented in an exit meeting with the Vocational Rehabilitation Counselor following submission of 122X report developed by instructor.

**SIXTH SESSION (IF REQUIRED):**

* The student and instructor will participate in collaboration with local employer/organization to conduct informational interview to gain further understanding and insight into necessary competencies, work environments and culture, job duties, and demands of required education related to the occupations of interest. Upon completion of informational interview, discussion around acquired information and development of a working employment goal will be done. Once employment goal is identified, the instructor will summarize the work done throughout the Job Exploration Counseling Service in a report (122X) and seek approval in support of student’s employment goal in an exit interview setting.

**\*\*\*\* ALL MATERIALS USED AND METHOD OF DELIVERY CAN BE MODIFIED TO MEET THE NEEDS OF PARTICIPANTS, AS REQUIRED \*\*\*\***