

# CareerVisions

## CareerVisions Exploring Career Interests and Addressing Community Concerns

**Semester:** Spring

**Day:** Saturdays

**Time:** noon – 2:40 p.m.

### **COURSE DESCRIPTION**

This practicum course will examine students' career ambitions using the CareerVisions Model by Kenyatta Funderburk. This course will also engage students in examining the social issues related to careers using the Community Change Model, also designed by Mr. Funderburk. Students will be divided into teams according to their career interests. They will be engaged in a process of identifying, analyzing and addressing a social issue relevant to their career. As a team, they will recruit and involve professionals from their field of interest to design and implement an action project that addresses their selected social issue. This course will also explore important business principles of leadership, professionalism, teamwork and problem-solving.

### **OVERVIEW**

The CareerVisions and Community Change Models integrate critical questions and relevant references with activities to involve people in addressing their neighborhood concerns. From this experience, students will learn how to conduct research and work as a team, while developing valuable leadership, analytical and critical thinking skills. The CareerVisions Model allows students to explore their career ambitions; Community Change Model enables students to apply what they learn to contribute to the growth and development of their community. Students of this course will also develop an appreciation, understanding and analysis of their professional field of interest and related social issues. Most importantly, they will learn to look at their careers as a means to address various social problems in their community. While asserting their leadership for their community, students will also gain exposure to professional opportunities related to their career field of interest. This interdisciplinary course (Public Health, Black Studies, Latin Studies, American Studies, Middle/High School Education, and Early Childhood Education) requires a minimum of 3 hours of fieldwork.

### **REQUIRED PROJECTS**

- In small groups, students will create newsletters about class activities related to their career ambitions and community concerns.
- Students will recruit professionals from their field of interest to address a neighborhood concern through a community service/volunteer project.
- Students will organize a career fair that showcases how various careers address community concerns.

### **VISION**

The CareerVisions Course envisions a population of professionals from an array of fields who can and will support the survival and success of themselves and their community.

### **MISSION**

The mission of the CareerVisions Course is to inspire and develop career-minded leaders of their community.

### **GOALS**

1. To support students in defining and pursuing their career ambitions.
2. To develop students into effective leaders of their community.

## COURSE OBJECTIVES

1. To increase students' knowledge of the CareerVisions and Community Change Models.
2. To help students to analyze and address social problems through the lens of their career.
3. To strengthen students' dedication to use their career for making their community a better place to live.
4. To provide students with practical experience in the design and implementation of the CareerVisions and Community Change Models.

## REQUIREMENTS

- Individual assignments (50%)
- Group projects (50%)

## GRADING SYSTEM

A = excellent; B = very good; C = fair/average; D = below average; F = failing

### **Week 1 (Saturday, January 30)**

- Introduction/Overview of CareerVisions Model Course
- Course objectives
- Grading system
- Course Requirements
- The Three Components & Six Phases of the CareerVisions and Community Change Model
- Identify professional industries represented in class by students' career interests
- Phase I: Self-Examination
- Jobs versus careers.
- Students' professional and personal interests
- **In-Class Activity:** Paired Interviews
- **In-Class Activity:** Letter to Self: Expectations
- **Assignment due 2/6:**
  - Define each career presented in class. Also define the following words: career, job, professionalism and industry.
- **Assignment due 2/20/10:**
  - Identify five different local people in your professional field of interest. Get their contact information.
- **Assignment due 2/27/10:**
  - Using three to five questions from the CareerVisions Model, interview at least one of your contacts.
- **Assignment due 5/1/10:**
  - Students must get professionals from their field of interest involved in the planning (on 5/1) and implementation of a community action project that will address one or more of the previously identified causes and/or effects of the selected social issue. The action projects must be done in the community, beyond classroom time and during the Community Change Fair on 5/8. Please provide evidence to demonstrate the completion of the project that was done in the community (i.e. photos, videos).

### **Week 2 (Saturday, February 6)**

- The Four Areas of Learning
- The Relevance Theory
- Define professional industries represented in class by students career interests
- Phase I: Self-Examination
- Phase Summaries and Newsletters
- **In-Class Activity:** My Treasures Activity
- **In-Class Activity:** Assign Groups to CareerVisions Groups and Phases for the Newsletters
- **Assignment due 2/20:**
  - Identify five different local people in your professional field of interest. Get their contact information.
  - Identify three social issues about which you are most concerned, as they relate to your career and your community. Define each issue. Please identify your reference for each definition.
  - Define the following words: Definition, Example, Causes, Effects Solutions, Supports and Ideas. Please specify your reference for each definition.
  - Read "*The Community Change Model*" pages 4 -10, 18-19.

### **Week 3 (Saturday, February 13)**

- No Saturday Classes

### **Week 4 (Saturday, February 20)**

- Phase I Reflection

- **In-Class Activity:** Pre-Assessment
- **In-Class Activity:** Phase II: People in the Field (CareerVisions) and Statement of the Issue (Community Change) – Each group will determine their Community Change topic; groups will also identify people they know of who are in their field of interest.
- **Assignment due 2/27**
  - Using three to five questions from the CareerVisions Model, interview at least one of your contacts.
  - Review *“The Community Change Model”* pages 15 - 19.
  - Each group is to select their single issue on which to focus as their Community Change topic.
  - Each group is to define each legal team’s issues and communicate the importance (relevance statement) of the course selecting their issue as the Community Change topic. **Refer to pages 18 - 19 to develop the format of your statement.**
    - Vision statement: describe your “perfect world” or the picture of the reality you’d like to create. .
    - Other issues considered: list the other topics discussed in class.
    - Issue: the actual topic selected for the remainder of this semester.
    - Definition: explain what this problem means based on a reference or our working definition.
    - Examples: give examples of this problem.
    - Relevance statement: Explain why this issue is important to you.
    - Target population: state the ages of people, both adults and children, who you are concerned about being affected by this issue. It is o.k. to think broadly.
    - Target area: what geographical area are we most concerned about?
    - Statement of consequences: what will happen if nothing is done about this issue?
  - Each group must develop the definition and relevance statements for each of the three topics.
  - Each group must develop this statement for their topic only.
  - Each group should use the following references to provide supportive evidence on their argument:
    - The New York City Department of Mental Health Community Profiles for zip code 10468 (<http://www.nyc.gov/html/doh/html/data/data.shtml>)
    - Keeping Track (<http://www.cccnewyork.org/aboutkt.html>)
    - Other references on the topic may be used.

#### Week 5 (Saturday, February 27)

- Newsletter reflection: Phase I
- Phase II: People in the Industry (CareerVisions) and Statement of the Issue (Community Change)
- Findings from interviews of contacts
- **Phase I Newsletter and Grades Due Today**
- **Assignment due 3/6:**
  - Bring in at least one reference about the causes of the selected community topic for submission OR the places in your industry. Be prepared to discuss.
  - Read *“The Community Change Model”* pages 17 - 19, 25 - 30 (read only the parts that relate to "Causes" and "References").

#### Week 6 (Saturday, March 6)

- Review definitions assignment
- Questions and References/Data Sources
- Conducting Research
- Phase II Reflection
- Phase III: Places in your Industry (CareerVisions) and Causes of the Issue (Community Change)
- **In-Class Activity:** Student-led (Phase III Group) discussion of references
- **Assignment due 3/13:**
  - Review *“The Community Change Model”* pages 17 - 19, 25 - 30 (read only the parts that relate to "Causes" and "References").
  - Read *“The Community Change Course Newsletter”* - Phase I
  - Bring in at least one reference about the causes of the selected community topic for submission OR the places in your industry. Be prepared to discuss.

#### Week 7 (Saturday, March 13)

- Newsletter reflection: Phase II
- Phase III: Places in your Industry (CareerVisions) and Causes of the Issue (Community Change)
- **Phase II Newsletter and Grades Due Today**
- **In-Class Activity:** Student-led (Phase III Group) discussion of references
- **Assignment due 3/20:**
  - Read *“The Community Change Model”* pages 19 - 20; 25 - 29 (read only the parts that relate to "Effects").

- Bring in at least one reference about the effects of the selected community topic for submission OR the other things (i.e. media, health risks, technology) related to your industry. Be prepared to discuss.

#### **Week 8 (Saturday, March 20)**

- Phase III Reflection
- Phase IV: Other Things in the Industry (CareerVisions) and Effects of Class' Selected Social Issue (Community Change).
- **In-Class Activity:** Student-led (Phase IV Group) discussion of references
- **Assignment due 3/27:**
  - Review "*The Community Change Model*" pages 19 - 20; 25 - 29 (read only the parts that relate to "Effects").
  - Read "*The Community Change Course Newsletter*" - Phase II
  - Bring in at least one reference about the effects of the selected community topic for submission OR the other things (i.e. media, health risks, technology) related to your industry. Be prepared to discuss.

#### **Week 9 (Saturday, March 27)**

- Newsletter reflection: Phase III
- Phase IV: Other Things in the Industry (CareerVisions) and Effects of Class' Selected Social Issue (Community Change).
- Identifying Potential for Collaborations
- **Phase III Newsletter and Grades Due Today**
- **In-Class Activity:** Student-led (Phase IV Group) discussion of references
- **Assignment due 4/10:**
  - Read "*The Community Change Model*" pages 20 - 22; 25 - 29 (read only the parts that relate to "Supports, Solutions & Ideas").
  - Bring in at least one reference about the what others in your industry are doing about the selected community topic for submission OR the other social issues in your industry. Be prepared to discuss.

#### **Week 10 (Saturday, April 3)**

- *Spring Recess – No classes*

#### **Week 11 (Saturday, April 10)**

- Phase IV Reflection
- Phase V: Other issues related to the field (CareerVisions) and Supports, Solutions & Ideas to Class' Selected Social Issue (Community Change)
- The Achievement Culture Model for program design
- **In-Class Activity:** Student-led (Phase V Group) discussion of references
- **Assignment due 4/17:**
  - Review "*The Community Change Model*" pages 14 - 17; 20 - 22; 25 - 29 (read only the parts that relate to "Supports, Solutions & Ideas").
  - Read "*The Community Change Course Newsletter*" - Phase III
  - Bring in at least one reference about the what others in your industry are doing about the selected community topic for submission OR the other social issues in your industry. Be prepared to discuss.

#### **Week 12 (Saturday, April 17)**

- Newsletter reflection: Phase IV
- Phase V/part 2: Past & Present Efforts to Address Class' Selected Social Issue.
- How to recruit community members.
- The Six Teaching Strategies & Activities
- **In-Class Activity:** Student-led (Phase V Group) discussion of references
- **Phase IV Newsletter and Grades Due Today**
- **Assignment due 4/24:**
  - Read "*The Community Change Model*" pages 4-10; 22 - 24; 31 - 33.

#### **Week 13 (Saturday, April 24)**

- Reflection & Review of all Phases
- Phase VI/part 1: Group Action Project Addressing Class' Selected Social Issue
- **In-Class Activity:** Planning assignments and outreach. Each action project leader must delegate assignments to students and members of their target population based on their interests and capacity (refer to exploratory questions for Phase I: Self Examination). Whether it is for the Course Fair or the off-campus activities, the target population must be involved in the planning and implementation of the action project. A major part of your grade

for this project will be based on your ability to get members of the community/our target population involved in your group's community action project.

- **Assignment due 5/1:**
  - Students must get professionals from their field of interest involved in the planning (on 5/1) and implementation of a community action project that will address one or more of the previously identified causes and/or effects of the selected social issue. The action projects must be done in the community, beyond classroom time and during the Community Change Fair on 5/8. Please provide evidence to demonstrate the completion of the project that was done in the community (i.e. photos, videos).
  - Review "The Community Change Model" pages 4-10; 22 - 24; 31 - 33.
  - Read "The Community Change Course Newsletter" - Phase IV

#### **Week 14 (Saturday, May 1)**

- Newsletter reflection: Phase V
- Phase V Newsletter and Grades Due Today
- Phase VI/part 2: Community Organizing Project Addressing Class Selected Social Issue
- Assignment due 5/8:
  - Finalize all plans for The Community Change Fair.

#### **Week 15 (Saturday, May 8)**

- Phase VI/part 3: Community Organizing Project Addressing Class Selected Social Issue - Deadline for the implementation of actions with target population.
- **In-Class Activity:** The Community Change Fair - each group will set up information tables and dynamic activities that feature their action projects, newsletters and improve their knowledge, skills, values and experiences relative to the topic. Students develop and implement beforehand a number of strategies to recruit members from their industry, community and campus members to attend the Fair.

#### **Week 16 (Saturday, May 15)**

- Course Reflections/Letter to myself
- Course Evaluations

#### **REQUIRED READING**

Funderburk, Kenyatta. *The Community Change Model – A Blueprint for Engaging K-12 Youth & Adults in Analyzing and Addressing their Community Concerns*. New York: 2008.