Looking Forward to Taipei
by Cheri Butler

It's not too late to register for the 4th Annual APCDA conference in Taipei, Taiwan, May 18-22, 2016. The board and country directors have recruited a wonderfully diverse range of presenters for our 72 sessions including 19 general topic areas. Topics range from Labor Market to Supervision and Training to Creativity to Assessments. Any topic I can imagine related to career development will be covered! With 5 simultaneous sessions, you are certain to find a topic you want to hear. In addition, there are Keynote Presentations from three well-known international speakers. Two of these renowned presenters are offering in-depth learning in the form of Professional Development Institutes (PDI's), 3-hour workshops that allow you to really learn new skills. Dr. Barry Chung is offering International Skills for Career Advancement which provides training on dealing with an international workforce. Dr. Spencer Niles will provide the details on using the Hope-Centered Model of Career Development in your practice.

Two other opportunities are being provided by the program committee. Before the conference begins, attendees have the option of selecting to visit the Kaiping Culinary Arts School in Taipei and to take an all day tour to the Palace Museum on Sunday after the conference. All-in-all you have the chance to take home 12.5 CEU's from the sessions and 6 more for the two PDI's. What a great value. Not only that, but you will have the opportunity to meet colleagues from over a dozen countries, share best practices and enjoy beautiful Taiwan! What more could you ask?

Come join me and all of my APCDA colleagues for a marvelous experience of learning, communing and having fun!

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NCDA Conference in Chicago
by Marilyn Maze

Are you planning to attend the NCDA Conference in Chicago, June 30 through July 2, 2016? Please plan to arrive in time for the APCDA meeting on Wednesday evening, June 29. Here are some events and
presentations at the conference that relate to international issues.

**Wednesday, June 29**

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<th>Time</th>
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<tbody>
<tr>
<td>6:00 - 7:30 pm</td>
<td>APCDA Meeting</td>
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<tr>
<td>8:00 - 9:00 pm</td>
<td>International Reception</td>
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**Thursday, June 30**

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<th>Time</th>
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<tr>
<td>8:00 - 9:45 am</td>
<td>Global Connections Meeting</td>
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| 12:45 - 2:00 pm | **#103 The Intersection between Meaning and Culture: Cultural Values Manifested in the Workplace in the Asia Pacific Region**  
Cheri Butler, Asia Pacific Career Development Association; Yuan Ying Jin, Korea University; Narender Chadha, Professor and Head, Department of Psychology, University of Delhi, India; Carole Brown, Director of Individual Career Solutions, Australia |

**Friday, July 1**

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<th>Time</th>
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| 10:15 - 11:30 am | **#306 Effects of the Hope-Centered Model of Career Development for College Students**  
Sungsik Ahn, Eun Hee Kang and Hyeuk Kim, Career Development Center, Korea University; Hyung Joon Yoon, Al Akhawayn University in Ifrane; Norman Amundson, The University of British Columbia, Canada; Spencer Niles, The College of William & Mary |
| 1:00 - 2:15 pm | **#405 Hope-Centered Career Interventions with Unemployed Jobseeking Adults: A CERIC Funded Project**  
Norman Amundson, The University of British Columbia; Tannis Goddard, Training Innovations Inc.; Spencer Niles, The College of William & Mary; Hyung Joon Yoon, Al Akhawayn University in Ifrane |
| 4:00 - 5:15 pm | **#613 CT1 Transforming Youth Future Workforce: Instilling Hope**  
Raza Abbas, Pathway Global Career Institute |

**New Zealand Country Report**

by Jean Ottley

**Increasing workforce engagement**

In New Zealand, local and national Government are very aware of the need to address persistent or projected skills shortages. Employers report a disconnect between education outcomes and their workforce needs.
Several reviews are underway, including a Productivity Commission review of the tertiary sector and a formal review of the Ministry of Education.

There is an advocacy role for leaders in career development, working through the key influences of employers and educators to increase engagement.

**Careers New Zealand strategic priorities**

In their Statement of Intent for the years 2014-2018 Careers New Zealand lists strategic priorities as

1. Developing a Career Knowledge Hub
2. Digitisation of delivery
3. Strengthening work with industry, government agencies, the education sector, and community organisations.

The strategic priorities are informed by the New Zealand Government’s Better Public Services goals, and in particular:

- Improving citizens' interactions with government
- Boosting skills and employment
- Reducing long-term welfare dependence

**The National Lifelong Career Development Forum**

Currently in New Zealand there is no overarching policy or strategy for career development. In response, the National Lifelong Career Development Forum, comprised of cross-sector career professionals, aims to build the understanding that, although agencies are using different lenses and concepts, we are talking about parts of the same whole e.g. career development and career planning, workforce preparation and workforce development.

**CDANZ Professionalism Project**

The Professionalism Project is an initiative from the Career Development Association of New Zealand to work on professional standards to profile and guide the association and industry. In 2016 the team aims to complete a refresh of the CDANZ Code of Ethics.

**CDANZ Digital Strategy**

The project intends to craft a well-considered strategy which has both a pragmatic and philosophical foundation; pragmatic because along with those who use our services, we are increasingly moving to digital platforms, and philosophical because we have a professional responsibility to be well-informed about ethical use of technologies.

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**Career Trends in South Korea**

by Sungsik Ahn

**Soaring youth’s unemployment rate in South Korea and grasping Korean youth's difficulties through neologisms regarding employment.**

Recently the unemployment rate of youth (age 15-29) hit 12.5%, the highest ever since 1999[1]. Generally the unemployment rate in February is relatively higher than other months as most of college students are
graduating from universities in February so the number of job-seekers increases in this month. Looking at the last four years, the February 2016 rate is the highest it's ever been. The main reasons why the unemployment of youth is soaring might be due to Korea's present economic slowdown (For more information on the unemployment rate of youth in Korea, please see newspaper articles - [2], [3]). In this article, I would like to focus on neologisms about employment to understand the difficulties of college students rather than on the reasons for this high unemployment rate.

New words, neologisms, shows the slice of current problems and challenges for college students.

I introduce some new words shared among young job seekers or college students. By grasping the meaning and background of the neologisms related to employment or career, you will understand the difficulties and challenges of young job seekers in South Korea.

"Spec"

"Spec" is a neologism derived from the English word 'specification' which originally means "a detailed description of design criteria for a piece of work." 'Spec' means the description of the person's backgrounds and abilities which can be put on one's resume like the brand of universities, English scores (TOEIC, TOFLE, etc.), GPA, certifications, extra-curricular experiences including the experience of studying abroad or language courses, etc.

The general hiring process of large Korean companies includes 3 or 4 screening steps. The first is the so-called 'paper screening' process to select those for next steps. During the paper screening, employers screen for those who have higher 'specs' like higher GPA, higher TOEIC scores, graduates from good brand universities, etc. So many (maybe all) college students are striving to make higher specs (or at least to manage their specs) during their time in college. The problem is that 'spec' is not all that is needed to be a successful candidate but many college students think it is essential in order to pass the 'paper screening.' Employers are seeking those whose career goals or passions are well aligned with the 'spec' and show the right fit with their companies, but many college students are trying to just build 'spec' to get more opportunities for job interviews rather than to make informed decisions and explore careers (for more discussion about 'spec', please see [4]).

"Munsonghamnida"

"Munsonghamnida" is an abbreviation meaning that "Sorry I'm liberal arts major." The employability of liberal arts students will be an issue not only in Korea but also globally. In the last 10 years, the number of liberal arts graduates has increased more than the employment demand for this major. In 2016, employers are seeking engineering students and other STEM-related majors. To redress this issue and enhance their employability, many liberal arts students are trying to earn dual degrees by adding business administration. This is due to the increased number of admissions allocated for liberal arts majors in the last ten or so years and the still higher portion of positions available in the manufacturing sector in the Korean economy (for more discussion about "Munsonghamnida," please see [5]).

Only two neologisms will be covered in this newsletter issue. Please look for more in upcoming issues. The terms above may not exactly reflect the truth on the screening process of Korean companies or the positive aspect of liberal arts students, but you can understand the perception of difficulty felt by college students or youth in Korea when they are job searching and preparing for the transition from school to work. Although there are many initiatives being instituted by Korean government at both the central and local level, the reality is that the Korean as well as the overall global economy is slow and seems far from recovery. I hope our readers can grasp some clues about Korean youth's struggles and difficulties from this short article.

Reference

file://C:/Users/Marilyn/Documents/CoffeeCup%20Software/HTML%20Editor/Projects/2016MarNewsletter.html
Career Guidance in Senior High School in Taiwan
by Shu Han Yang

The development of career guidance in Taiwan has been moving forward for nearly 30 years. After the Multiple Pathways to College Admission Program was initiated for high school students in 2002, career guidance drew growing attention within senior high schools. However, two challenges are facing career guidance services in senior high schools in Taiwan. Firstly, students' career choices tend to be influenced by their family and the social context; students are unable to select the choices that they really want. Secondly, due to the fact that Taiwan is an exam-driven society, students' interests and potentials are not greatly valued and appropriately explored. Therefore, the tasks of career guidance services in high schools are to assist students in exploring or clarifying what they want to do and what they want to be.

The counseling centers in high schools provide services to students regarding the following aspects:

1. Career counseling guidance programs contain three parts: self-exploration, college major choice or occupational exploration, and assisting students in evaluating the impact of family and social environment on their career choices. The counseling centers design and provide career courses lasting one semester or one academic year. Weekly guidance classes help students explore themselves by discovering their own personality traits, interests, aptitudes and values.

2. Individual career counseling or group career counseling and career assessment administration: The counseling centers help students fully explore themselves via group or individual psychological assessments, card sorts, career exploring groups, etc. Through these activities, students can gradually develop an awareness of themselves.

3. Diversified activities: The counseling centers also help students obtain information about college major...
choices and occupation choices by arranging 18 college reports in the class, college department visits, university department seminars, multiple pathways to college seminars, professional introduction seminars, and university camps, mock interviews for college entrance exam preparation, and establishing career information websites, etc. Students can understand and differentiate their favorite majors during this strongly participative process.

The Philippines — a Haven of Festivals
by Aira Leigh C. Bagtas

If you visit the Philippines in spring or summer, you have your choice of "fun in the sun," or joining festivals or fiestas. Attending these celebrations not only ensures a good time (and a full stomach) but also provides a deeper insight into Philippine culture and traditions.

Click here to read the full article.

Singapore: Career Development for a Fast Changing World
by Gerald Tan and Jeremiah Wong

This article was written to share our ideas with fellow career development professionals on how to help clients who may not be familiar with the career development process. In today's fast moving economy, clients can no longer afford to be passive in their current jobs. It is all about exploring, learning, connecting and maximising their potential opportunities! The steps proposed are based on Dr John Krumholtz's Happenstance Theory.

Click here to read the full article.

Cannexus 2016 — A Resounding Success
by Jose Domene

Well, the calendar may say that Spring has arrived, but there's still snow on the ground here in Fredericton, on the east coast of Canada. Perfect weather for staying home and writing a quick update about the Cannexus conference that was held at the end of January. Cannexus is Canada’s national conference for career development practitioners, researchers, and policy makers. It is held every winter in our nation’s capital, Ottawa, and this year’s conference was the largest in its 9-year history. There were over 900 attendees and 130 education sessions that included a wide variety of workshops, presentations, and poster sessions. Topics were as varied as career development for the Inuit peoples of northern Canada, integrating neuroscience into career counselling, how to demonstrate service effectiveness to stakeholders, strategies for success in applying to work in the Federal public service, and a novel program for facilitating transitions from the military into the civilian workforce. The choice of sessions was almost overwhelming and, a lot of the time, I often found it to be a struggle to decide amongst multiple interesting sessions that were all
happening at the same time.

There was good representation from APCDA members, as well. Jessica Isenor presented on the state of career counsellor education in Canada. Roberta Neault presented three sessions on workplace career management, increasing career engagement for diverse clients, and the results of a recently conducted survey of career service professionals in Canada. Nancy Arthur presented a session on how career development practitioners could incorporate social justice into their practice. As for myself, I had the luxury of taking the entire conference to listen and learn, instead of presenting anything.

This year’s scheduled keynote was Dr. Spencer Niles from The College of William & Mary but he was prevented from attending due to a blizzard that hit the eastern seaboard of the US that week. Instead, his colleague, Dr. Norm Amundson from the University of British Columbia, presented on their hope-centered career development model of counselling. But for those of us who are also going to the APCDA conference in Taiwan, there will be an opportunity to hear Dr. Niles there, instead.

Cannexus is definitely a conference that is worth attending, if you are ever in this part of the world. The call for presenters for next year’s conference is available online at on the Cannexus website. I encourage all my colleagues from APCDA to consider applying to present a session at Canada's national career conference, which will be held on January 23 to 25, 2017.

(Editor's note: I presented at the 2015 Cannexus conference and thoroughly enjoyed this international event!)

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Youth Entrepreneurship in Macao
by Elvo Sou

Entrepreneurship is becoming more and more common as a career option. In Macao where gaming and tourism is the leading industry, the government has implemented various plans to encourage youth entrepreneurship so as to provide more career opportunities to young people as well as to enhance the city’s economic diversification. Established in 2013, the government's Young Entrepreneurs Aid Scheme provides an interest-free loan up to MOP300,000 (approx. USD27,500) for Macao residents between the age of 21 to 44 to start their own businesses. As their companies grow through the first two years, the business owners can apply for another interest-free loan up to MOP600,000 (approx. USD75,000) from the Small and Medium-Sized Enterprises (SME) Aid Scheme. While the financial support is laudable, the government was criticized for not providing adequate guidance and supervision to the young business owners supported by the Schemes. In 2015, the government established the Youth Entrepreneurship Incubation Center, providing a series of support services to the young entrepreneurs, including training, advising, mentoring, networking, and free co-working space, etc.

Doing business in a small economy like Macao comprises various challenges, including limited land area and resources, small domestic markets and client bases, difficulties in sourcing research and development capacity, and lack of highly skilled personnel and innovative technology (Baldacchino & Fairbairn, 2005). Therefore, it is not surprising that the majority of the subsidized applications in the Young Entrepreneurs Aid Scheme are from Retail and Food & Beverage businesses. To encourage more innovative technology, Macao is taking advantage of the nearby Hengqin Youth Entrepreneurship Valley, which opened in the China (Guangdong) Pilot Free Trade Zone in 2015. The Valley, which aims at cultivating 1,000 creative companies and generating 100 entrepreneurship stars by year 2020, is a platform that provides venture capital investment, incubator, and business services for young people from the Chinese Mainland and Macao to start their Internet Plus ventures in the Pearl River Delta.
Another fertile ground for cultivating entrepreneurs is college campuses. The Macao University of Science and Technology provides entrepreneurial education through its Centre for Entrepreneurship and Career Planning. The University of Macao offers rent-free co-op shops for students to run their businesses through the Campus Entrepreneurship Competition, and organizes the Macao Entrepreneurship Competition, where the winners can enter the final competition of the infamous One Million Dollar Entrepreneurship Competition at the Hong Kong University of Science and Technology. Meanwhile, various NGOs such as the Youth Committee of the Macao Chamber of Commerce, Macao Youth Entrepreneur Association, Macao New Chinese Youth Association and Macao Youth Federation are also actively involved in promoting youth entrepreneurship in Macao.

Youth entrepreneurship is certainly catching on in Macao. Various initiatives have been put in place in recent years to help young people start their businesses. Yet entrepreneurship in a small economy is likely to be different from that in a large state. It will be interesting to see the evolution and results of the entrepreneurial efforts in Macao.

A New Gen of Career and Education Counselling in India: Upsurge of Private Players in the Field of Career Guidance
by Dr. Vandana Gambhir

The new generation of India is intrigued by the idea of selecting educational courses and careers according to their aptitude and interest instead of past trends of selecting popular careers as suggested by parents and a few handfuls of significant people. The youngsters, these days, want to explore their true potential and passion before selecting the right career track. Sensing the need of the hour, many private players have stepped into the field of career guidance acting as a mediating bridge between career aspirants and their destination profession.

The private career practitioners are focusing on facilitating students' lives to manage their educational, personal, social and professional aspirations. They are doing so by judging their career concerns through psychometric testing and one-to-one counselling. A student is advised to undertake a psychological test to gauge their interest, ability and aptitude. Many practitioners are also focusing on tapping the ability of a student in a particular vocational sector. This is done through a survey questionnaire in which an aspirant is given a range of questions related to the vocational sector of his ability. Mapping the career choice according to the results of a psychometric assessment or a survey questionnaire is just one aspect of orienting a candidate about the probable field of profession that he may choose. The additional resource of counselling and building on career readiness abilities through workshops and in-depth counselling sessions add on to a student's readiness for the profession. Students are also provided information regarding the academic courses, university college programs and complete career paths including future career growth and earnings that they can have in a particular profession. In short, they are given complete information about the latest trends in education and careers, as well as proper admission and application guidance.

This is turning out to be a revolutionizing change in the field of career development, giving a new direction to the youth which is promising and of their interest. They are now feeling capable of making decisions independently by establishing their own schedules. It has also opened the doors for private practitioners to "brand" and market their services specifically to career decision makers and career changers. A contemporary trend of establishing private counseling services has started in the country. It certainly is going to flourish in the near future.
Ateneans At The Vanguard Of Nation-Building
by Florence Ladion

In 1872, a 12 year old Jose Rizal entered the Ateneo Municipal de Manila (now the Ateneo de Manila University) where for the next five years, he was immersed in studies that not only sharpened his intellectual capability but also deepened his love for God and country. Such were, and still are, the strongest attractions of an Ateneo education.

For more than 150 years now, the Ateneo de Manila University has remained one of the most prestigious and comprehensive universities in Southeast Asia — participating meaningfully amidst the changing national and global milieus. The Ateneo has been at the vanguard of contributing to nation building. Drawing from the Jesuit tradition of faith, character formation, justice and civic engagement, Ateneans are taught to grow personally and spiritually. They are encouraged to not just think of themselves but also of their communities. "To be men and women for others" is at the core of every Jesuit identity, and ultimately, of every Atenean.

Ateneo's gentle genius, the late Fr. Horacio de la Costa, SJ, was one of them.

An effective communicator, extraordinary writer and esteemed historian, de la Costa was the first Filipino Superior of the Philippine Province of the Society of Jesus. This remarkable accomplishment was followed with an appointment as General Assistant and Consultor to then Jesuit General Fr. Pedro Arrupe. Yet, what may most be remembered about de la Costa was not his long list of achievements nor his writings, it was that he used his exceptional talents to give glory to God and serve others. He did everything with love, devotion, and service, whether it was writing Light Cavalry (a book about the 400th anniversary of the Society of Jesus) or imparting knowledge to younger Ateneans as a History professor. He was even awarded the Medal of Freedom by the United States government for his role in helping the resistance movement during World War II.

With an education rooted in Ignatian spirituality, it is not surprising to see Ateneans championing the rights of those most vulnerable. Ateneans are change catalysts and who better to personify this than two men who gave up their life fighting for democracy: Edgar Jopson and Evelio Javier.

Jopson, like Rizal and de la Costa, was an excellent student — graduating valedictorian at the Ateneo High School and cum laude, BS Management Engineering at the Ateneo de Manila University. A recipient of the Ten Outstanding Young Men in 1970, Jopson was one of the bold young men who fought tirelessly against the viciousness of Martial Law. He was at the forefront of seeking political change until his death at the hands of the military in 1982.

Javier also graduated from the Ateneo High School with first honors. In 1963, he completed his AB History and Government and went on to study at the Ateneo Law School. As the youngest provincial governor in the Philippines at the time – he was 29 years old – Javier's passion for service and dedication personified the Ignatian spirit of faith, courage, and justice. At the peak of the snap presidential elections, Javier was killed by hooded gun men. His untimely demise on Feb. 11, 1986 was seen as one of the flames that ignited the 1986 People Power Revolution.

The Ateneo way is a way of oblation. More than harnessing the academic excellence of its students, the Ateneo helps mold future leaders who will be at the forefront of nation building. Noted alumni who contribute through jobs and growth are business tycoons Manuel V. Pangilinan (First Pacific), Lourdes Josephine Gotianum (Flinvest Development), Roberto Ongpin (Alphaland Corporation), Alfredo Ramos (National Bookstore), and Tomas Alcantara (Alson Consolidated Resources), to name a few. Young alumni like (Reese Fernandez-Ruiz (Rags2Riches), Mark Ruiz (Hapinoy) and Eleanor Pinugu (Mano Amiga Philippines) are also doing their part in addressing developmental problems through their social enterprises. Fernandez-Ruiz was, in fact, included in Forbes’ 30 under 30 Social Entrepreneurs for 2015.
The Ateneo is committed to help rebuild the nation and has scaled up efforts through various initiatives. Among such programs are Gawad Kalinga (which helps build homes and communities in depressed areas); Pathways to Higher Education (assists academically-gifted but underprivileged youth from the public school system complete college education); the Ateneo Center for Educational Development (helps improve public basic education through programs); and the Disaster Response and Management team (assists in helping victims of natural calamities).

One hundred forty-four years after our national hero Jose Rizal became an Atenean, the Ateneo de Manila University continues to form men and women who will build knowledge, inspire and empower others, but most especially, use their gifts and talents for the greater glory of God.

The Call for Social Justice at Moorpark College: It takes a Village
by Danita Redd

"I said to my children, "I'm going to work and do everything that I can do to see that you get a good education. I don't ever want you to forget that there are millions of God's children who will not and cannot get a good education, and I don't want you feeling that you are better than they are. For you will never be what you ought to be until they are what they ought to be."

~Martin Luther King, Jr.

Moorpark College (MC), USA, has a campus wide call for Social Justice that has contributed to its nationwide fourth place ranking for community colleges. Community colleges in the USA provide freshman and sophomore university level work at a low cost. They are great societal equalizers in making sure that the neediest people receive a post-secondary education.

Moorpark College’s approach of educating students is reminiscent of the African Proverb, "It takes a Village." Dr. Lori Bennett, Vice President of Student Learning at MC says, "To meet the needs of our students, I believe it truly 'takes a village,' which requires instruction and student services working together to support students in achieving their goals and to support student success."

Moorpark College, our village, has a mission statement that says "Students First" in the opening phrase. For us this means that faculty, staff, administrators, student workers, and student leaders put students' needs first and that all of us have a priority in helping the ones who are most at-risk (disenfranchised and discouraged). From counselors, including career counselors, meeting weekly to implement intrusive strategies, to all job classifications (Administrators, Faculty, Classified, and Student Leaders) receiving professional development, there is assurance across departments and programs that the strategies for helping the most at-risk students are utilized for all students. Campus educational reforms have helped tremendously in our performance. These reforms have included increased intrusiveness in getting students to counseling sessions and providing campus-wide professional development.

Counselors of The Village

All Counseling Faculty, across programs and services meet weekly. All counselors recognize themselves as part of the same group, "Counselors," and take equal ownership of helping students. In fact, counselors are academic department liaisons. We recognize that counselors must be connected to all programs and services to coordinate common goals. Weekly meetings allow for sharing ideas and strategies. The meetings also help in the understanding of what each program and service is doing to assist students and allows for accuracy in direct explanations and referrals.
A unique task of Moorpark College career counselors and other counselors is to serve on hiring and tenure review committees for most classroom faculty across all disciplines. This helps the campus hire and retain people who have a deep commitment to being student-centered educators. Counselors help in the awareness of the campus wide goal of having every classroom professor ask every student, several times throughout their studies, "What is your Major? What is your career goal?"

This allegiance to student-centered educators is most notable at Moorpark College in its work with professional development. The following list has examples from our ongoing training for all employees:

The Village

"What the heck is wrong with these students and why aren't they doing what it takes for them to be successful here?"
~ From On Course Training Materials

On Course: Founded more than 20 years ago by Skip Downing, it teaches in-class and campus wide strategies for ensuring student retention and success. Two day and four day training sessions, some targeting faculty and administrators, others targeting classified staff, elucidates how each person be they maintenance, office worker, or classroom teacher is responsible for the atmosphere of welcome and safety on our campus. Other strategies target instruction, collaborative learning, and learning styles. The training focus is on how to help our students to take responsibility for their future. http://oncourseworkshop.com

M2C3: The ongoing work on our campus by Drs. Frank Harris, III and J. Luke Wood teaches us strategies to increase African American and Latino male student recruitment and retention. "The Minority Male Community College Collaborative (M2C3) is a project of San Diego State University . . . The goal of the project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M2C3’s research and practice agenda prioritizes men who have been traditionally underrepresented and underserved in postsecondary education."
http://interwork.sdsu.edu/sp/m2c3

Growing Roses in Concrete: Jeff Duncan-Andrade, Ph.D., spent a day training us how education helps heal students from difficult life situations and experiencing Post Traumatic Stress Syndrome. The entire campus community was part of the training. https://www.youtube.com/watch?v=2Cw560ykM8s

Safe Zone: After training, Safe Zone members are given a rainbow designed placard and other items to hang near their desk or office door. It indicates they are allies to Lesbian Gay Bisexual Transgender and Gay students and that their work space is free from homophobia, heterosexism, and transphobia talk and behaviors. http://iamsafezone.com

Consulting Psychologists Press: All counseling faculty and many classroom faculty completed training for using the Myers Briggs Type Indicator and Strong in understanding students and helping them choose majors. The MBTI has implications not only for major and career selection but for cognition and learning styles. https://www.cpp.com

With a "students first" philosophy and thorough integration of instruction and student services, Moorpark College empowers its diverse community of learners to complete their goals for choosing a major and career, academic transfer to a university, basic skills, and career technical education. As a Moorpark College counselor, I feel empowered and constantly inspired to do a better job due to the campus-wide commitment to "students first" and making the needs of the most at-risk students the top priority. I very much realize I am a member of a progressive educational village. Please feel free to visit our campus year round.

Danita Redd, M.A. has been counseling faculty at Moorpark College, California, USA, for 22.5 years and is
the 2014 -2015 recipient of its Academic Senate's Outstanding Faculty of the Year Award. Also, she is the Communications Officer for the California Career Development Association. She specializes in Health Sciences, STEM, and Career Counseling. She is an ambassador for Shared Hope International (http://sharedhope.org/) which, "strives to prevent the conditions that foster sex trafficking, restore victims of sex slavery, and bring justice to vulnerable women and children." She has been an international volunteer since 1981 and has provided supplies to susceptible groups of people in Egypt, Peru, and Mexico. Since 2002, she has provided ongoing service related to education, small business, and career development in Mexico. Professor Redd may be contacted through her STEM and Career Development Website for Students and Colleagues: http://dredd1.wix.com/profredd-stem-medsci

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