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Formative Evaluation Of The Career Consultant On Call Program

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Eastern Illinois University

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Formative Evaluation of the Career Consultant on Call Program

(TITLE)

BY

Bernadette Grace So-Goodlin

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in College Student Affairs

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

2009

YEAR

I HEREBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS FULFILLING
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DEDICATION

To Blair, who is my helper and partner in every step I take.

ACKNOWLEDGMENTS

Research rarely happens in isolation, and there is a tremendous group of individuals who have supported, guided, and encouraged me through this thesis project. This thesis would be incomplete if I did not express my gratitude to these individuals.

Dr. Charles G. Eberly, my thesis advisor, met with me when I initially considered entering this program. From that point forward, he has provided guidance as I have learned about college student affairs simultaneously as a student and a professional, and I thank him for his understanding and encouragement through the process.

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My colleagues at The Career Center were a great support through this process: the professional staff agreed to complete IRB training and serve as research investigators for the study, the front desk staff agreed to obtain consent from students meeting with CCOCs, and the

and my friends near and far are always willing to give me, regardless of the direction I decide to take.

And, saving the best for last, I cannot express enough gratitude to my husband, Blair F. Goodlin Jr., who has held my hand as I continue to explore my paths. His love, support, and encouragement have allowed me to take big leaps without fear, because I always know he is behind and beside me through every adventure.

ABSTRACT

The Career Consultant on Call (CCOC) program was developed to address a gap in service at The Career Center (TCC) at the University of Illinois at Urbana-Champaign. Graduate assistants employed at TCC have been trained to serve in the CCOC role, but to date the effectiveness of training has not been examined. Effectiveness of CCOC training was analyzed in a mixed methods study through self-evaluations, videotaped CCOC/student client interactions, and satisfaction surveys of student clients to determine CCOC self-efficacy in microcounseling skills and quality of these microskills. While results demonstrated that CCOC self-efficacy increased over the course of a semester, there is incomplete evidence that the quality of microskills increased during the same time period. However, data from CCOC self-reflections and student satisfaction surveys suggest that microskills development is sufficient to provide an effective CCOC/student interaction.

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CHAPTER I

Introduction

Career services at the University of Illinois at Urbana-Champaign work under a coordinated model in which the majority of offices serve students within specific disciplines (for example, Business Career Services assists students within the College of Business). For those students who do not have a discipline-specific career office, or for any student who would like assistance in his/her career development, The Career Center (TCC) serves as the campus-wide career services office [http://www.careercenter.uiuc.edu/about/default.asp]. TCC offers career services for all students at the university, regardless of any academic level or discipline. Staff members at TCC assist students with concerns ranging from career exploration (identifying a major or career goal), graduate or professional school preparation, and employment preparation (personal statements, interviewing, and resumes). Students are helped with these concerns through services including individual one-on-one appointments, mock interviews, resume critiques, workshops, and special events. Currently, the office is composed of twelve professional staff, four support staff, seven graduate students, and around 15–25 undergraduate workers.

When students enter TCC, they arrive at the Resource Center, which holds print resources, computers, and the front desk for the center where students schedule and check-in for their appointments. Students arrive at TCC with a variety of needs, which may or may not be addressed by the multiple resources accessed within this space. In many cases, front desk staff members are faced with the task of determining what type of service would be best for a student's specific needs.

In the academic year 2001–2002, it became apparent that there existed a gap in services provided at TCC. For students who wanted a one-on-one interaction, front desk staff had the option of scheduling a 45-minute appointment with a professional staff member or directing the student to a 15-minute resume critique handled by a trained undergraduate worker. Individual appointments with professional staff members were filled rapidly, and staff members quickly found that not all students had concerns that required a full 45 minutes to address. Students might only interact with a counselor for ten to fifteen minutes. As a result, many scheduled appointments were underutilized, leaving fewer available times for those students who did require a longer appointment with a professional staff member. The use of professional staff time for brief career interventions was frustrating for both students and staff members; students had to wait for an answer until their scheduled appointments, and staff members were not meeting with students who always needed the assistance of a full 45-minute interaction. In terms of time, effort, and level of expertise, a 45-minute individual appointment with a professional staff member was the most costly of all the services provided within TCC, so identifying a solution to the problem of underutilizing staff appointment times was important for cost-effectiveness and efficient service delivery to students.

The Counselor-on-Call program was developed several years ago as one method for addressing the shortage of staff appointment times. At the inception of the program, professional staff members served as the Counselor-on-Call and greeted students in TCC's Resource Center. Front desk staff had the ability to direct students to the staff member serving that day as Counselor-on-Call if the student's concern appeared to be limited in nature. Many "quick questions" were handled in this manner, and the model

became an effective way to improve the full use of individual appointments. Although the Counselor-on-Call program helped to fill the gap between front desk inquiries and student concerns requiring longer appointments, what was not clear was whether the individual serving in the Counselor-on-Call capacity had to be a professional staff member. Graduate assistants hired to work at TCC developed a familiarity with services and resources, and perhaps they would be able to handle this "just-in-time" service.

In the academic year 2004–2005, graduate assistants were used to staff some of the hours of the Counselor-on-Call program, and the hours available for this service were expanded (The Career Center, 2008a). The graduate assistants offered positive feedback from their experiences as Counselor-on-Call, and the following year, training was provided to graduate students as they continued their role. Graduate assistants were indeed capable of handling this role and willing to be a part of this service for TCC. In the academic year 2006–2007, the Counselor-on-Call title was changed to Career Consultant on Call (CCOC)[1] to provide a more accurate description of the individuals providing the service as well as the service itself. Graduate assistants serving as CCOCs composed an end of the year report outlining an interest in "moving the service away from greeter and more towards a brief intervention/triage model" (The Career Center, 2008b, Appendix F, Recommendations). Even though CCOCs wanted to offer brief interventions, they were not professionally prepared to offer this type of brief intervention service. Therefore, a more structured training supported by a theoretical

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[1] From this point forward, the term "Career Consultant on Call" or CCOC will refer to a graduate assistant who has been trained to provide this service, unless otherwise noted.

framework was initiated in the fall of 2007 to help the graduate students prepare for providing the enhanced level of service.

All graduate assistants at TCC have a responsibility to serve as a CCOC; four hours of their time per week are dedicated to scheduled shifts where they can meet with students, and one additional hour is reserved for professional development, so that CCOCs can build their knowledge base and improve upon their areas of weakness. Since graduate assistants are hired to work 20 hours per week at TCC, the CCOC role now occupies one-quarter of their time each week. More training and preparation for the role have been required as the CCOC role has evolved. Graduate assistants at TCC are not always hired for their desire to pursue career services or counseling as professional objectives, but as a CCOC they must be prepared for a role requiring knowledge of career resources and basic counseling skills. This study will examine the effectiveness of training CCOCs by focusing on the CCOCs' beliefs in their ability to perform these microskills (self-efficacy) and their actual performance of these counseling microskills.

Purpose of the Study

The intention of this study was to examine current CCOC training in an effort to improve the experience for those graduate assistants at TCC who will serve as CCOCs. As the CCOC program has moved from a role handled by graduate assistants rather than professional staff, there has been a need to address the relevant skills and knowledge that the graduate assistants possessed. Graduate assistants in the office are typically hired from the College of Education or the School of Labor and Employment Relations. These departments have agreements with TCC to provide tuition waivers for these assistantships, so funding opportunities often direct the type of students hired. Each

graduate assistant reports to one or two professional staff members in the office and offers support to those professional staff members in their area of specialty. For example, the Pre-Professional Graduate Assistant for Employer Services and Career/Employment Assistance is supervised by two Assistant Directors: one who is the Coordinator for Employer Relations and Employment Services, and another who is the Coordinator of Internships and Experiential Education. Many of the graduate assistants are hired for their ability to handle the specific duties and responsibilities of their positions and not for their desire to pursue career services or counseling as a professional goal. This arrangement differs from many other university or college career centers, where graduate assistants or interns are selected based on their desire to pursue a practicum or internship experience in career services because of a professional goal related to career services or counseling. Other than the CCOC role, the responsibilities of TCC graduate assistants often do not require knowledge of career development theories or basic microskills in counseling.

A formal training program for CCOCs to prepare them for their role was initiated in the 2007–2008 academic year. Training was a two-day event held at the beginning of each semester, where graduate assistants learned the basics of resume and cover letter critiques, microskills for advising/counseling, making referrals, and the theoretical framework for CCOC. In addition to the training, CCOCs were also given a self-assessment form to be completed at the beginning of the semester to indicate their perceived level of knowledge and/or skill in the following areas: practical knowledge (CCOC-, TCC-, and UIUC-specific), general career knowledge, practical skills, and career theory (Appendix A). After completing the self-assessment, graduate assistants reviewed their responses with a professional staff member who supervised the CCOC

program. Together with this staff member, the graduate assistant developed an individual learning plan for professional development over the semester designed to address areas of deficiency and/or weakness as self-identified and discussed with the professional staff member (Appendices B & C).

During the 2008 spring semester, after training and some experience in the role, the graduate assistants were asked to identify what they believed to be key competencies as a CCOC. The top four competencies identified by the participating graduate assistants were the following.

- Active listening

- Use of questions/inquiry

- Resumes: general knowledge and ability to critique

- Interviews: general knowledge

The graduate assistants also suggested that training for this role should be layered, as all the information and skills were too overwhelming to be learned at once in a two-day format. They recognized the challenge of identifying the essentials of the role at the beginning of the semester and then working to build upon their competencies on these areas (M. Schrock, personal communication, February 21, 2008).

The identification of four key competencies by CCOCs helped to suggest areas of focus for continued program development. The first two competencies, active listening and use of questions/inquiry, were both reflective of the need for counseling microskills to be effective in the brief interventions that CCOCs provided for students. CCOCs must feel comfortable in their ability to use microskills, as they must establish trust, be attentive listeners, and ask key questions to determine the level of need for the students

they encountered. Resume knowledge and critiquing ability were important for several reasons. Students visiting TCC for assistance commonly associated a career services office with resume preparation, so many student inquiries and concerns involved understanding what a resume is and how to put one together. CCOCs often handled resume critiques when student traffic in the Resource Center was high or if the resumes were of a higher complexity in content. Finally, understanding interviews was also a component of the CCOC role, as students again associated career services with employment, and the job interview was a typical part of the employment process.

In past years, CCOC training was assessed through self and program evaluations and reports completed by the graduate assistants (The Career Center, 2009, Appendix E, CCOC—Career Consultant on Call Program). These evaluations and reports have offered data on (a) the CCOC's understanding of helping/counseling skills and (b) suggestions by CCOCs for improving training for the role. While these formative evaluations and reports helped to improve training for this service, there were limitations in relying solely on self-reported data, and the effectiveness of training and professional development for the role was not evaluated using other data sources. Of the four competencies listed by CCOCs in 2008, two areas for development emerged: microskills (active listening and use of questions/inquiry) and knowledge (resume and interview knowledge, resume critiquing). Developing competency in resume and interview knowledge can occur from passive activities such as reading information, but interacting effectively with students during brief interventions was critical to all interactions that a CCOC had with a student. Practice through experience and continued development of skills was required. Training in both content knowledge and counseling microskills was provided to graduate assistants

in the initial CCOC training. Providing information alone without supervision and systematic feedback, however, was insufficient to hone counseling microskills. Only application of the counseling microskills in practice through interaction with student clients under professional supervision served to help build the CCOC's ability in these critical counseling areas. Therefore, the purpose of this project was to examine the impact of supervised training and experience on the CCOCs' self-efficacy in, and application of, their microskills over time.

Research Questions

The Career Consultant on Call concept has been an evolving resource at The Career Center, starting with the use of professional staff and moving to a responsibility assigned to graduate assistants. Over time, the role of the CCOC has become more defined, and a greater structure for the program has emerged. To maintain and improve the CCOC program's delivery, the connection between identifying key competencies for the role and specific training protocols to build these competencies must be strengthened. The specific research questions for this project were the following.

- Is there an increase in the CCOCs' self-efficacy regarding their microskills at different times during the semester (beginning, middle, and end of the semester)?
- Is there an increase in the quality of the core microskills* that CCOCs use when interacting with students with (a) a limited amount of training and experience and (b) additional training and experience?

* Where "core microskills" were defined as:

- Attending behavior
- Open and closed questions

- Client observation skills

- Active listening

Hypothesis

It was hypothesized that both supervised training and on-the-job experience played a role in the self-efficacy and development of competencies for the CCOC role. In particular, microskills development was examined. Information was gathered at different points over the course of the semester to examine how training and experience each played a part in building the self-efficacy and practical ability of the CCOCs in performing microskills during their interactions with students.

Significance of the Study

Graduate student paraprofessionals are often found working in career services as part of an internship or practicum due to an interest in student affairs or counseling. As mentioned previously, such a related professional interest was not necessarily the case with graduate assistants hired at TCC. Graduate assistants were selected based on their ability to provide support to the professional staff to whom they reported, and not based on their having a professional goal to pursue career services or counseling. The CCOC role only occupied one quarter of a graduate assistant's time each week, and the remainder of their time each week as graduate assistants was spent on the responsibilities defined by their supervising professional staff member(s). In many cases, work outside of the CCOC role did not require direct interaction with individual students.

A careful examination of the effectiveness of the CCOC model could be of benefit to other college and university career centers that have access to graduate students as student employees not anticipating career counseling as a profession. TCC graduate

assistants provide much needed support to individual professional staff and benefit the overall service delivery of the office as CCOCs. By virtue of their status as graduate students, they naturally hold a position of knowledge and experience compared to the undergraduates they typically encounter. They have completed their undergraduate education and have moved on to a new phase in their lives. Through training and supervision, the CCOCs learn certain skills and knowledge that allow them to provide a higher level of assistance to student clients than the undergraduate paraprofessionals within the office can offer. Demonstrating the effectiveness of the CCOC model could offer other career centers with limited resources a method by which their staff members can recruit and utilize graduate students or other paraprofessionals to offer brief interventions that could help them to maximize the use of more costly resources, such as the use of professional staff time.

Limitations of the Study

The description of graduate assistants in a paraprofessional role such as the Career Consultant on Call, and how a limited amount of training can result in effective interventions with students, could be useful information for career services offices that have limited resources. In particular, what is attractive about the CCOC program is that the graduate students do not have to have a professional desire to pursue career services or counseling, yet the students develop the competency to serve in this paraprofessional role. For career services offices in institutions where student affairs or counseling programs do not exist, such as community colleges, this model could be a way to offer limited training and improve service delivery. However, several aspects of the study limit the extent to which results can be taken as a model for other offices. First, the sample size

for the study was small. Only data from eight student CCOCs were used in the study. While individual differences are to be expected, three of the graduate assistants had already gone through one round of training and one semester of working as a CCOC prior to the initiation of the study. Therefore, these experienced graduate students had prior knowledge and counseling microskills, which might result in observing little improvement over the period of the study.

Another challenge with the study related to the limited nature of the overall CCOC program. For each graduate assistant participating in the study, the CCOC role occupied only five hours a week. CCOCs were only evaluated within the period of one semester, so any improvement observed may be slight over the course of the study due to the limited time the study covered. Experience in meeting with students, understanding their needs, and offering appropriate interventions clearly played a part in skills development. With about 48–60 hours for student interactions per CCOC over a semester where student traffic and student needs were unpredictable, how any individual graduate assistant improved their performance of the CCOC role depended on time, exposure to students, and a number of other unanticipated factors.

Summary

The Career Consultant on Call (CCOC) program was developed at The Career Center (TCC) at the University of Illinois at Urbana-Champaign to fill a gap in service delivery to its student clientele. Prior to the existence of the CCOC service, students who desired a one-on-one interaction had two options: a resume critique by a trained undergraduate worker or a 45-minute appointment with a professional staff member. Many students who needed a limited amount of assistance were referred to the 45-minute

appointment because there was no other alternative, resulting in fewer available appointments for students who truly needed that service and a greater number of underutilized appointments. The CCOC program offered a way to provide 10- to 15-minute brief interventions to students, and it is currently staffed by graduate assistants. Since graduate assistants at TCC were not hired primarily for their interest in career services or counseling, these individuals were provided training to fulfill their roles as CCOCs. At present, the effectiveness of CCOC training has not been examined, other than self-reports by the CCOCs. This study examined the effectiveness of training by looking at the development of self-efficacy and practical ability of selected CCOCs over the course of a semester of training and experience.

CHAPTER II

Review of Literature

Students have been employed as paraprofessionals in many areas of student

affairs. Perhaps the most common example of employing students as paraprofessionals is

the use of Resident Assistants in housing operations (Winston & Ender, 1988), where

students are trained to learn how to manage the needs and concerns of other students

within a residence hall. The use of paraprofessionals offers multiple benefits, both for the

offices or programs served as well as the individuals performing these roles. From the

office/program side, using paraprofessionals offers the opportunity to expand services, is

a cost-effective way to increase staff coverage, creates a means to reach students

effectively, and allows professional staff to be available for other purposes. From the

paraprofessional side, performing this type of role as a university employee improves the

individual's personal and professional development (Winston & Ender, 1988; Hansen &

Johnston, 1986). The benefits to both parties provide enough incentive that many

different areas of student affairs use paraprofessionals, including career services.

Careful selection of students for such adjunct roles requires effort but is a

necessary part of any service offering involving paraprofessionals. While certain factors

in selection are commonly shared among career services offices, such as diversity in

background, desire to help others, and enthusiasm, other factors may be more specific to

the focus of a given office, such as specific major or class level. Once students are hired,

their duties as paraprofessionals can include support at major events (such as career

fairs), outreach to student populations, workshop presentations, or advising to other

students. Training is often included in the preparation for the role and usually happens

prior to the start of school. Ongoing in-service training is also a common component for paraprofessional programs (Lenz & Panke, 2001), as are ongoing formative evaluations, which help to maintain quality of service delivery and address areas for improvement. What paraprofessionals will be capable of doing in their role will depend upon how much they are taught to handle, so preparing them well and then trusting them to offer quality service is an important consideration (McDaniels, Carter, Heinzen, Candrl, & Wieberg, 1994; Hansen & Johnston, 1986; Lenz & Panke, 2001).

The effort required to offer specialized training to paraprofessionals demonstrates that there is a cost to the use of paraprofessionals; the benefits come with challenges. Training is one of these challenges, and professional staff members must be committed to provide the resources and time to prepare paraprofessionals for their role. In addition, success in using paraprofessionals involves matching the use of paraprofessionals to the mission of the office, making a commitment to teamwork between and among professional and paraprofessional staff, and strategic planning of a paraprofessional program before it is fully launched (Feehan & Wade, 1998).

Challenges increase when expectations from the office/program and/or the paraprofessional also increase. Raised expectations can be seen with the use of graduate students as paraprofessionals. While undergraduate paraprofessionals are used in many career services settings, graduate students are also a desirable population for recruiting paraprofessionals. In many cases, graduate-level paraprofessionals are chosen based on their interest in relevant fields, such as counseling or higher education administration (Lenz & Panke, 2001). Also, graduate students may choose to pursue a paraprofessional role within career services to fulfill a practicum or internship requirement for completion

of their degree. The graduate paraprofessional, therefore, will likely have a vested interest in personal and professional development as a result of working within a career services office. As a result, the pressure to provide a quality experience for these graduate paraprofessionals increases on the professional staff side. The office as a whole must balance a true commitment to preparing graduate students for their professional pursuits with the desire to take advantage of student paraprofessionals who have the ability to tackle greater responsibilities (Lenz, 2000; Lenz & Panke, 2001; Albert, Peper, McVey, & Schuster, 2002).

One paraprofessional role assigned to graduate students within career services is advising to students. If expectations of responsibility can be higher for graduate paraprofessionals than for undergraduate paraprofessionals, then this advising can extend beyond information sharing (such as through workshops) to include brief interventions. Selecting paraprofessionals to offer this type of service can be a good choice, as meta-analyses have revealed that counselors-in-training are the most effective in offering career interventions (Whiston, Sexton, & Lasoff, 1998; Oliver & Spokane, 1988). In addition, individual counseling, such as that provided in a one-on-one brief intervention, is an effective method of delivering career interventions (Whiston et al., 1998; Oliver & Spokane, 1988).

The microcounseling program can be used to train individuals serving in paraprofessional roles on how to provide brief interventions. This model offers a framework for structuring interactions that may require counseling skills, and it is intended to be a program that is accessible to paraprofessionals, not just counseling

professionals (Ivey, 1973). The effectiveness of this approach in teaching specific skills has been demonstrated with a variety of paraprofessionals (Baker & Daniels, 1989).

Training graduate students to offer brief interventions to students requires not only providing these individuals with information on helping skills but also developing their confidence in carrying out those skills. In essence, this type of training needs to address the counselor self-efficacy of these paraprofessionals. Counselor self-efficacy (CSE) is a variation on Bandura's concept of perceived self-efficacy, or "people's judgments of their capabilities to execute given levels of performance" (Bandura, 1984, p. 232). If an individual believes he or she is capable of performing a task, that individual is more likely to feel confident executing the task. In CSE, individuals consider their perception of their specific abilities to provide helping or counseling skills when serving in the role of a counselor (Larson & Daniels, 1998). A counselor with a higher CSE would feel more effective in helping a client than would a counselor with a lower CSE.

Several scales exist to measure CSE, and many appear to evaluate the skills of beginning counselors rather than more experienced ones (Larson & Daniels, 1998). However, individuals who learn a limited set of counseling skills, or those just beginning as counselors, are not always evaluated well in these measures because items may describe competencies more advanced than what these individuals have learned or experienced (Lent, Hackett, & Brown, 1998). The Counselor Activity Self-Efficacy Scales (CASES) inventory was developed to address these challenges and has been used in studies examining the development of helping or counseling skills among more novice populations (Lent, Hill, & Hoffman, 2003; Lent et al., 2006; Hill et al., 2008). Changes in

self-efficacy were seen in individuals with short periods of training, such as over the course of one semester (Hill et al., 2008).

Belief that one can perform a task effectively, however, does not necessarily equate to effective performance of the actual task. Perception of self can be high when there are no standards for comparison. In a counseling relationship, the client can have a positive outlook on the counselor because of an inward focus on self, rather than an outward focus on the counselor's abilities. These different perspectives demonstrate the challenge of rating a counseling interaction and the need to consider more than one perspective in assessing such interactions (Hill et al., 2008).

CHAPTER III

Methodology

A mixed methods design was selected for the present study. To examine the

effectiveness of CCOC training, quantitative data were collected through CCOC self-

assessments (Appendix D) and student satisfaction surveys (Appendix E) as a gauge for

CCOC self-efficacy and client satisfaction with the service, respectively. Because of the

small number of CCOCs available to participate in the study, open-ended questions were

asked of CCOCs and undergraduate student clients to provide more information on the

service. This allowed for a more comprehensive perspective on the service, as multiple

data sources offered more contexts about the manner in which CCOCs and their student

clients perceived the interactions. As a third source of data, CCOCs were videotaped

during the semester to examine the fidelity of actual interactions with students to the

CCOC training objectives specified in pre-service workshops. The complete videotaped

interactions were viewed and interactions were rated according to a rubric (Appendix F)

by TCC professional staff members, thus providing both quantitative and qualitative data

to the study.

Design of the Study

Because graduate assistants at The Career Center were not hired with a primary

focus on their ability to provide brief interventions to students, training for the CCOC

role was essential. While training may provide the knowledge and skills components that

CCOCs are expected to have, fidelity in practice to the training is important to assess

both in terms of the procedures used to perform the role of the CCOC and in terms of the

resulting client product assessment, and formative evaluation of present graduate students

performing the role of a CCOC must be carried out so that methods employed by supervisors for preparing graduate assistants as CCOCs can be positively modified. CCOCs are given a two-day intensive training at the beginning of each semester and then are expected to attend monthly meetings through the semester for ongoing training. The effectiveness of this training was examined in two ways: through the development of knowledge and self-efficacy as perceived by current CCOCs and by observation of actual recorded CCOC/student interactions. Student surveys on the CCOC service provided additional data on the effectiveness of CCOCs to carry out their role (Table 1).

Table 1. Summary of Data Collected for Present Study

Study participant	Type of data collected	Time point(s) of collection	Semester(s) for data collection
Career Consultants on Call (CCOCs)	Self-assessments	Beginning, middle, and end of semester	Fall 2008, Spring 2009
	Videotaped interactions	Middle and end of semester	Fall 2008
Students interacting with CCOCs	Audio recording of interactions	Middle and end of semester	Fall 2008
	Satisfaction surveys	All semester	Spring 2009

Note. Self-assessments of CCOCs were conducted in both the Fall 2008 and Spring 2009 semesters, CCOC/student client interactions were only recorded in the Fall 2008 semester, and student satisfaction surveys were only distributed in the Spring 2009 semester.

At the beginning, middle, and end of each semester, self-assessments of specific skills were administered to CCOCs (Appendix D). These self-assessments contained a number of items on which the CCOC indicated his or her level of confidence on a ten-point Likert scale (ranging from 0, no confidence at all, to 9, complete confidence). Included in these self-assessments were items on knowledge, microskills, and theories that were identified as important for effective performance of the CCOC role. In addition, there were several open-ended questions to which the CCOCs were asked to provide more information on their preparation. The scaled items provided quantitative data, while the open-ended questions offered qualitative data for the study.

Observation of actual CCOC interactions was carried out through the use of a webcam stationed at the CCOC desk. CCOCs had a dedicated desk in the Career Resource Center, so interactions for participating CCOCs who met with consenting student participants were digitally recorded with the webcam. Selected interactions were rated by professional staff members according to a rubric for additional quantitative data (Appendix F), and the videos also provided a source for transcripts of CCOC/student client interactions.

The effectiveness of the CCOC service was also assessed through the collection of quantitative and qualitative data. Student satisfaction surveys were distributed in the Spring 2009 semester. These surveys allowed students who had met with a CCOC to provide feedback on the service, through several multiple-choice items and an open-ended comments section (Appendix E).

Participants

Graduate assistants serving as Career Consultants on Call

Graduate assistants at The Career Center working as Career Consultants on Call (CCOCs) were asked to be participants in the study and were hired as employees of the center in Fall 2007, Spring 2008, or Fall 2008 semesters. Employment within The Career Center was conducted according to the guidelines for hiring established by the University of Illinois at Urbana-Champaign, ensuring that individuals were hired in an equitable fashion. All graduate assistants participating in the study were above the age of 18 years.

To recruit CCOCs for participation, the study objectives and various aspects of their participation (self-efficacy, practical application) were outlined by the researcher. The CCOCs were reminded that their employment at TCC was not contingent upon their participation in the study, and that they could choose to opt out of participation in the study at any time. Their decision as to whether they would participate in the study had no impact whatsoever on their roles and responsibilities as CCOCs or on their employment as graduate assistants in the office. This option was especially important, as the researchers conducting the study were supervisors to potential graduate assistant participants.

Two types of participation in the study were offered to CCOCs. CCOCs could share the self-evaluations they completed as a part of their CCOC training. If CCOCs agreed to participate in the study, these self-evaluations were collected for analysis. CCOCs were also asked whether they were willing to be videotaped as a part of the study. If they consented, they were videotaped for two weeks in the semester, but only during those interactions for which undergraduate students receiving CCOC services also

provided consent to be audiotaped. Consent for participation in the study, either for self-assessments alone or for self-assessments and videotaped interactions, was indicated through a signed consent form (Appendices G & H) maintained in a separate file by the principal researcher.

Student participants meeting with Career Consultants on Call

Students who participated in the study were visitors of TCC. If their needs or concerns were deemed to be appropriate for a CCOC to assist the student (as determined by a front desk staff member), the student was asked for his/her consent to participate in the study. All students above the age of 18 who fitted the criteria for being assisted by a CCOC were invited to participate in the study. Students entering TCC who sought assistance from a CCOC, but who were below the age of 18, were excluded from the study. No measures or protocols were used to screen participants, other than ensuring that student participants were 18 years of age or older.

If a student met with a CCOC during one of the weeks of the study, front desk staff members asked for that student's consent to participate, even though the student was not the subject of the study. Any student who agreed to participate in the study was asked to sign a consent form that stated that their decision to participate would have no impact on their status at the University of Illinois (Appendix I). Only audio was recorded for the student. If the student did not agree to participate in the study, the CCOC interacted with the student without video recording.

Additionally, if the student's concerns could not be addressed by the CCOC, the CCOC was aware that he/she could offer to schedule an appointment for that student with a professional staff member. The CCOC was also able to consult with, or request that a

professional staff member assist with the student at any time. If the student had any additional concerns, the CCOC was also trained to know that he or she could make a referral to or consult with the Counseling Center, which is in close physical proximity to The Career Center.

Students who met with a CCOC during the spring 2009 semester were offered a feedback survey after the interaction (Appendix E). The survey asked students to provide feedback on the service they received. Completion of the survey was voluntary, and no identifying information about the student, or about the specific CCOC with whom the student met, was requested.

Front desk staff members obtaining student consent

Student referral to a CCOC was determined by a front desk staff member. Front desk staff members were all employees of the center, either as a full time support staff member or a student worker. All front desk staff members were fully trained in how to direct students who entered The Career Center requesting assistance. To assist front desk staff members with understanding the procedures of this study and to train them in obtaining consent, scripts were developed to outline the research study and the information they needed to provide to students regarding the study (Appendices J & K).

Site

The study was conducted at The Career Center at the University of Illinois at Urbana-Champaign. The University of Illinois at Urbana-Champaign is a public research university with over 30,000 undergraduate students and over 10,000 graduate students. There are sixteen colleges and instructional units at the university, and career services works under a coordinated model. Over twenty career services offices exist at the

university, many of which are discipline specific. The Career Center offers campus-wide

career services and assists all students on campus regardless of year or discipline. In the

academic year 2007–2008, there were 6,258 in-person, one-on-one interactions between

TCC staff members and students.

Graduate assistants who served as CCOCs were given self-assessments, which

were to be completed at The Career Center. Videotaped interactions between CCOCs and

student clients were conducted in the Career Resource Center (CRC). CCOCs had a

dedicated desk in the CRC that held a desktop computer. A webcam was affixed to the

desk, facing the seating of the CCOC, to capture the CCOC only during videotaped

interactions. A microphone captured the discussion between the CCOC and the student,

allowing for audio recording of the student client/CCOC interaction.

In the Spring 2009 semester, students who interacted with CCOCs were also

offered a short survey to offer feedback on the service. Students completed these surveys

after their interactions and submitted them in a designated collection box that was located

in the CRC (Appendix E).

Instruments

Self-evaluations by CCOCs

As part of the CCOC training, graduate assistants were asked to complete a self-

evaluation at the beginning, middle, and end of the semester (Appendix D). The first

portion of the self-evaluation asked the CCOC to indicate his or her level of confidence

in the knowledge, skills, and theoretical framework for the role. These items were drafted

from the self-assessments given to CCOCs in the previous academic year (Appendix A),

and categorized CCOC competencies into several main areas: Practical Knowledge,

General Career Knowledge, Practical Skills, Career Theory, and TCC Resources. These areas were identified as necessary for CCOCs to develop for their role, and CCOCs were provided training on these areas during their two-day intensive training at the beginning of the semester, as well as through their ongoing training during the semester. The second portion of the self-evaluation was parts I and II from the CASES inventory obtained with permission from Dr. Clara Hill and Dr. Robert Lent of the University of Maryland. The CASES inventory was selected as it has been used to study novice populations, where the inventory has been used to show development of beginning helping/counseling skills over short periods of time (Lent et al., 2003; Lent et al., 2006; Hill et al., 2008). Specifically, parts I and II of the CASES inventory were selected as self-efficacy measures for this study. Part I, or Helping Skill Self-Efficacy, contains items to examine Insight Skills, Exploration Skills, and Action Skills, which the helper/counselor uses during an interaction with a client. Part II, or Session Management Self-Efficacy, provides a gauge for how the helper/counselor structures the interaction with the client. The word "client" in the CASES inventory was substituted with "student" to make the inventory more appropriate for the CCOCs. Finally, the last portion of the self-evaluation contained open-ended questions for the CCOCs to complete, which would provide qualitative information on the CCOCs' rationale for their item scoring and feedback on their training experiences (Appendix D).

Helping/counseling skills rubric for rating videotaped interactions

The rubric for rating the videotapes of CCOC interactions was based on the levels of mastery for microcounseling skills, as outlined in the book *Intentional Interviewing and Counseling* (6th edition), by Ivey and Ivey (2007). The rubric evaluated CCOCs on

the following skills: attending behavior, open and closed questions, client observation skills, and active listening (Appendix F).

Spring 2009 student survey

Students who met with a CCOC during the spring semester were asked to volunteer to complete a feedback survey after the interaction (Appendix E). The survey asked students to provide feedback on the services they received. No identifying information about the student was requested.

Data Collection

Each CCOC who participated in the study was given a description of the purpose of the study, either in a one-on-one discussion or during a CCOC meeting. The involvement requested of CCOCs as participants in the study was outlined at this time, and informed consent was obtained from all CCOCs whose data were analyzed for the purposes of the study. CCOCs received a copy of the consent forms for their own keeping.

The graduate coordinator for the CCOC program administered and collected CCOC self-evaluations at the beginning, middle, and end of the Fall 2008 and Spring 2009 semesters. The beginning-of-semester self-evaluation was distributed after the initial two-day intensive training. At each administration, the graduate coordinator emphasized the importance of providing honest responses, as the information would be used not only for the study, but also to inform future CCOC training.

CCOCs who agreed to participate in the videotaping portion of the study were videotaped for two weeks during the semester (October 2008, December 2008). Front desk staff members, who created the initial referral for students to meet with CCOCs,

were trained in obtaining consent for student participation during these two weeks. CCOCs served in their role in the Career Resource Center (CRC) of The Career Center. The CCOCs had a dedicated desk for their service in the CRC. When a student consented to participate in the study, the CCOC was informed of this prior to the beginning of the interaction. A webcam was affixed to the desk, facing the seated CCOC, to capture an image of the CCOC only. A microphone captured the discussion between the CCOC and the student, as students were only asked to consent to audio recording for the study. Student participants were given a copy of the consent forms for their keeping.

In the Spring 2009 semester, CCOCs distributed a feedback survey to each student with whom they had interacted (Appendix E). These surveys could be completed and submitted in the CRC before the student left The Career Center. No identifying information was requested on these surveys.

Treatment of Data

All data collected were stored on the secure, password-protected server maintained by The Career Center; the data were only accessible to project staff members. In any report of these data, CCOCs and students were told that pseudonyms would be substituted for any identifying information. Signed consent forms were kept in a locked cabinet at The Career Center.

Scores from self-evaluations were entered into Excel to examine any changes in ratings across time. All of the videotaped footage was reviewed by the researcher, and selected interactions were evaluated via a four-component rubric, with each component rated on a 4-point Likert scale (Appendix F). Therefore, an individual CCOC interaction received an overall score between 4 (a poor interaction) and 16 (an excellent interaction).

The study was submitted to the Institutional Review Board (IRB) offices at both Eastern Illinois University and the University of Illinois at Urbana-Champaign in August 2008. After submission of both applications, Cheryl Siddens, Compliance Coordinator in the Office of Research and Sponsored Programs at Eastern, arranged an IRB Authorization Agreement between the institutions (Appendix L). This agreement gave initial and continuing review and oversight of the IRB to the University of Illinois. After the pre-review process and responses to IRB requests for adjustments to the application, the IRB application was approved in October 2008 (Appendix M). Subsequent research amendments were also approved in December 2008 and June 2009 (Appendices N & O).

CHAPTER IV

Results/Findings

The present study examined the effectiveness of training to prepare graduate assistants for their roles as CCOCs. This effectiveness was assessed through examination of CCOC self-evaluations, videotaped interactions between CCOCs and student clients, and student satisfaction surveys on the CCOC service. These sources of data provided both quantitative and qualitative measures for analysis.

Eight CCOCs in total from the Fall 2008 and Spring 2009 semesters agreed to participate in the study. All eight participants agreed to share their self-evaluation data for purposes of the study; however, only three participants agreed to be videotaped for the study. Each CCOC was only studied for one semester in length; while a few of these graduate assistants were CCOCs in the Fall 2008 and Spring 2009 semesters, none of these individuals were assessed in both semesters.

Five of the graduate assistants were new to the CCOC role when they were examined for the study, while three graduate assistants were returning CCOCs. While it may be the case that incoming graduate assistants could have had some knowledge regarding resume critiques, microskills, and career services in general, the returning graduate students had the advantage of going through one CCOC training and at least one semester of experience with TCC and the CCOC role.

All CCOCs, whether they were new or returning, participated in a two-day intensive training session at the beginning of the semester. During this training, CCOCs were introduced to the essential components of their role: theory, attending behaviors (or helping skills), and cover letter/resume critiques (Appendix P). These components were

then reinforced through continued training throughout the semester. This continued

training included monthly meetings of all CCOCs as well as self-directed training

modules, in which CCOCs were each tasked to research information on specific

resources relevant to their role. This information was then shared with the other CCOCs

to build their repertoire of knowledge and resources.

CCOCs' Self-Efficacy

The first research question for this project is whether there is an increase in the

CCOCs' self-efficacy regarding their microskills at different times during the semester

(beginning, middle, and end of the semester). Over the course of a semester, CCOCs

increased in confidence with respect to virtually all items assessed in the self-evaluations.

The self-evaluations contained a total of 62 items to which CCOCs were asked to indicate

their level of confidence, with the item response format ranging from 0, no confidence at

all, to 9, complete confidence. A total of 496 patterns of scoring from the beginning,

middle, and end of the semester were studied (62 items per CCOC self-evaluation $\times$ 8

CCOC participants). In the overwhelming majority of cases, the scores showed an

upward progression from the beginning to the end of the semester, suggesting that

CCOCs grew in confidence as they gained more training and experience in their role.

There were only 34 cases in which the score at the end of the semester was lower

than the score at the beginning of the semester. Of those 34 cases, 8 were found in

returning CCOC self-evaluations, and the other 26 were found in new CCOC self-

evaluations. Furthermore, of these 26 cases, 22 of those were from new CCOCs in the

spring semester. Many of these items were in the TCC resources or Part I of the CASES-

G portions of the self-evaluation.

Figure 1 shows the average self-evaluation scores (on a range from 0, no confidence at all, to 9, complete confidence) at the beginning, middle, and end of the semester for all CCOCs. Regardless of the area of competency, the scores increased from the beginning to the end of the semester. The beginning-of-semester self-evaluation was administered after the initial two-day training.

Figure 1. Average self-evaluation scores of CCOCs. Items on the self-evaluation were organized by main categories: practical knowledge—CCOC specific, practical knowledge—TCC specific, general career knowledge, practical skills, career theory, TCC resources, Part I (helping skill self-efficacy), and Part II (session management self-efficacy). The last two categories were from the CASES inventory. For each semester time point, self-evaluation scores from all eight CCOCs were averaged for each scaled item, and average item numbers within a category were then averaged.

In explaining their ratings, the responses from CCOCs included the following comments.

"Past experience as CCOC helps in clarifying what skills are essential. Those are skills I developed and have rated myself high on those."

"As I am a returning CCOC, I'm familiar with most of the areas"

For new CCOCs, the high scores appeared to result from some experience and/or confidence gained through the training:

"1. level of competence after the training . . . 2. through practice."

"Since I have a background in counseling students I feel comfortable dealing with different students & situations."

"The ratings I selected resulted from two factors: the intense 2-day training . . . and the hands-on experience gained last week."

"I took a course on these skills and had a chance to practice them."

Examination of individual self-evaluation items provided additional information on how experience and training related to CCOC self-efficacy. In Table 2, four items from the self-evaluation are shown: pre-health resources, critiquing cover letters, attending, and intentional silence (the latter two taken from the CASES inventory).

Table 2. Selected Self-Evaluation Items for CCOCs at the Beginning and End of the

Semester

		Pre-Health Resources: Health Career, Chronicle, LEO, Pre-Med/Pre-Health Guide		Critiquing Cover Letters		1. Attending		7. Intentional silence	
		Begin	End	Begin	End	Begin	End	Begin	End
Returners	CCOC 1	6	7	8	9	8	8	7	8
	CCOC 2	5	7	9	9	9	9	8	9
	CCOC 3	5	4	6	9	7	9	5	7
Newcomers	CCOC 4	2	7	7	9	9	9	6	7
	CCOC 5	5	6	6	9	9	9	8	8
	CCOC 6	6	*	8	9	7	9	7	9
	CCOC 7	7	8	7	9	9	8	9	7
	CCOC 8	7	7.5	8.5	9	9	9	9	8
	Average scores	5.38	6.64	7.44	9	8.38	8.75	7.38	7.88

Note. Individual CCOC scores for four self-evaluation items (pre-health resources, critiquing cover letters, attending, and intentional silence) are shown for the beginning- and end-of-semester time points. Highlighted yellow boxes show scores in which the end-of-semester score is lower than the beginning-of-semester score. The blue box indicates the only self-evaluation score among these items that was below the mid-range for the scale. * = item not scored by CCOC.

In the mid-semester self-evaluations, a few CCOCs mentioned their lack of experience with the intentional silence skill:

> "I can develop the practice of maintaining intentional silence better. I don't use it very often because my conversations with students are very continuous and it goes back and forth, which doesn't give me the opportunity to use intentional silence very much."

> "silence . . . I still don't feel comfortable in doing. . . . The use of silence, because students there are seeking information/resource/instructions and I took a more problem-solving approach, I always tried to fill in the silence."

> (in response to both "Of the helping /counseling skills on which you had to rate yourself, which is the biggest concern to you as a CCOC? Please explain." and "Which of these helping/counseling skills do you feel that you need to, or would like to, develop further?") "intentional silence"

One open-ended response in the mid-semester self-evaluations may capture the CCOCs' views of their self-efficacy best. In response to the question "Please describe the reasoning behind your ratings on these helping/counseling skills. How did you choose your scores?" one returning CCOC indicated:

> "Rating[s] were based on reflections from past experiences. A score of 9 does not mean I am unable to improve on the skill . . . rather it means I can fulfill the role & duties of CCOC and meet the expectations and responsibilities through effective use of the helping/counseling skills."

Quality of CCOCs' Core Microskills

The second research question for this project was whether there is an increase in the quality of the core microskills that CCOCs use when interacting with students with (a) a limited amount of training and experience and (b) additional training and experience. This question was more difficult to address.

Three of eight participating CCOCs consented to be videotaped for the study, and these individuals recorded their interactions with consenting student clients for one week in October 2008 and one week in December 2008. There were multiple challenges with

the resulting videos. For the purposes of recording only the CCOC on video, the webcam was affixed to the desk, and participating CCOCs were trained in the use of the webcam so that students' voices and not their faces would appear. A tracking feature of the webcam, which should have followed the CCOC, did not always work properly, so at times no individual would appear in the video or the webcam would focus too closely on the CCOC. This made videos difficult to view, particularly to see whether the CCOC had shown certain attending behaviors, such as open body language or positioning towards the student.

Although the content of the October CCOC interactions was usable for the study, only four videos were obtained in December. Two factors contributed to the limited nature of CCOC videos that could be used from the December week. First, the week selected in December 2008 was the last week of CCOC service for the semester. This was the time period following the university's Thanksgiving break and immediately prior to finals. Fewer students were visiting TCC at this point in the semester, so there was a decline in student traffic for the CCOCs. Second, the nature of the CCOC service had shifted through the semester. Although there was a greater mix of student topics that CCOCs encountered earlier in the semester, there was a higher demand for cover letter and resume critiques as the semester progressed. Many students needing assistance from a CCOC at the end of the semester, therefore, were seeking cover letter and resume critiques. Two of the four December videos were cover letter and resume critiques. Because the content of the December videos were limited in nature, it did not allow for a strong comparison of microskills between the mid-semester and end of semester time points.

Other data collected over the course of this study, however, may help to provide insight into the development of microskills over time. In the October videotaped interactions, CCOCs addressed a range of concerns, from internship and work abroad questions, to personal statement questions, to questions about job opportunities. In situations where the CCOC had personal experience or knowledge, CCOCs would listen to the students' concerns but spent a lot of time providing information. For example, a student requesting help with a personal statement was initially referred to an online resource:

> CCOC: I personally like it a lot . . .
> Student: Mm-hmm.
> CCOC: 'Cause when I applied for graduate school I used it a lot, like.
> Student: Okay.
> CCOC: They give some very detailed tips about how do you start, like the steps, and how do you write. . . .

The student had initially indicated being "overwhelmed" with the process, but the CCOC and student spent time discussing the structure of a personal statement and how the student could get started on the writing. Only after the student reiterated concern about the process of applying to graduate school was the CCOC able to discuss the student's fears about being late and facing "crunch time" in the application process.

When students presented concerns that were less familiar to the CCOC, the CCOC often showed more attending behavior and worked more collaboratively *with* the student rather than being instructive *toward* the student. One example of this was an encounter with a student who wanted more information on a work-abroad program, since the student was concerned about the legitimacy of the program. The CCOC was

unfamiliar with the program; the student had asked for information at the Study Abroad

office and was referred to The Career Center:

> CCOC: I specifically have not heard about that before.
> Student: Okay.
> CCOC: Um . . . and so, I would say, and these might be assumptions, but if the, if
> the Study Abroad office, like if they haven't heard a whole lot about it, then
> maybe not a whole lot of students have done it. . . . what is it, what is it that you,
> basically, why is it that you want to study abroad, I mean, can I ask you that real
> quick?

The CCOC and student proceeded to discuss the student's reasons for pursuing

this type of experience, and the type of research the student had already done. While the

CCOC searched for more information, he was able to address how the student had done

her research, and together they discussed methods for learning more information.

As a part of their end-of-semester self-evaluation, the Fall 2008 CCOCs were

asked to describe a challenging student encounter and how they used microskills in that

interaction. One CCOC described an encounter with an alumnus who wanted assistance

with a cover letter and resume:

> I used lots of open and closed ended questions to get him thinking and also used
> lots of encouragers through my facial expressions, gestures, and head nods as
> reinforcement for him when he was catching on and grasping the information
> well. . . . At the end of our meeting, he decided to stay at The Resource Center to
> continue work on his resume and cover letter. . . . By the time my shift was over
> and we were closing up, he thanked me for all of my help.

Another CCOC met with a student and uncovered some unethical practices during a

resume critique:

> This particular student was interested in full-time employment in an entry-level
> Investment Banking role in the financial sector. . . . Given that his academic
> background was vastly different from his area of interest, it was very challenging
> to relate his previous experiences in the field of astronomy to investment banking.

> I proceeded to listen as the student struggled to come up with more
> experiences that linked him to the financial sector . . .
> Through the course of our interaction, I also noticed certain discrepancies in his
> educational background and employment history. . . . I realized that certain
> "financial experiences" were fabricated. . . . I also explained the drastic steps that
> would follow if he continued to fabricate. . . . The student agreed to abide by the
> rules and support his resume with only factual representation. . . .

One additional source of information contributed to describing the quality of the

service that CCOCs provided to students. In the Spring 2009 semester, CCOCs offered a

multiple-choice feedback survey to students who had met with them (Appendix E).

Completion of the survey was voluntary and anonymous (Table 3). The majority of

respondents indicated a positive interaction with CCOCs, where the CCOC understood

the student's situation and addressed the student's concerns.

Table 3. Spring 2009 Student Survey Results

I met with a CCOC for a (circle all that apply):			
resume critique	cover letter critique	general career question	Unknown
63	97	23	13
This is the first time I've met with a CCOC:			
Yes	No		Total
91	63		154
I believe the CCOC took a genuine interest in understanding my situation			
Yes	Somewhat	No	Total
141	12	1	154
I felt the CCOC was able to address my concerns			
Yes	Somewhat	No	Total
144	9	1	154
I understand the steps I need to take next.			
Yes	Somewhat	No	Total
147	6	1	154
Overall, my experience with the CCOC was positive			
Yes	Somewhat	No	Total
150	4		154

Note. Total counts for each multiple choice survey item are displayed. For each category, the majority of students indicated positive feedback ("Yes" responses) for their experience with a CCOC.

The survey also provided space if students wanted to offer comments on their CCOC

experience, and selected comments included:

> "Great resource, will be back"
> "very helpful and honest"
> "…said he had to be brief, yet he still gave me his full attention and was very helpful"
> "I knew about CCOC after 2 years from enrollment UIUC. I suggest to be announced about CCOC at each dept."

CHAPTER V

Discussion

The Career Consultant on Call (CCOC) program was initially developed at The Career Center (TCC) to address a gap in service. At the time, the only one-on-one interactions available to students were 15-minute resume critiques with trained undergraduate workers or 45-minute appointments with professional staff members. As a result, individual appointments with professional staff were often filled with students who only required a small amount of assistance. Providing brief interventions through the CCOC program has offered an alternative, where students with concerns that could be addressed in 10–15 minutes could receive immediate service.

As the staffing for this service moved from professional staff to graduate assistants, it became important to provide training for CCOCs to be prepared for their role. Graduate assistants at TCC are not hired primarily for their ability to serve as a CCOC but for their ability to support the professional staff member(s) to whom they report. Each graduate assistant at TCC, however, is expected to devote one quarter of his or her work to the CCOC program, so effective training for this role is important.

This study examined the effectiveness of CCOC training by addressing two questions:

- Is there an increase in the CCOCs' self-efficacy regarding their microskills at different times during the semester (beginning, middle, and end of the semester)?

- Is there an increase in the quality of the core microskills that CCOCs use when interacting with students with (a) a limited amount of training and experience and (b) additional training and experience?

Based on self-evaluations that were given at the beginning, middle, and end of the semester, confidence among CCOCs did increase over the course of the semester. Only 34 cases were found in which end-of-semester scores were lower than beginning-of-semester scores; 22 of these cases were from new CCOC self-evaluations in the spring semester. Although similar training was conducted in both semesters, there may have been enough of a difference that the new CCOCs in the spring semester may have felt slightly less confident in certain areas of their role. In Figure 1, an increase in scores was seen over time, for all areas of the self-evaluation. This suggests that as the CCOCs had more training and experience in their role, they did gain confidence in their abilities.

The increase in confidence was further supported by comparing selected self-evaluation items. For example, in Table 2, the self-evaluation raw scores are shown for pre-health resources and critiquing cover letters. At both the beginning and end of the semester, scores for pre-health resources were lower than for critiquing cover letters. Pre-health resources were introduced to CCOCs only to the extent that they knew a few selected resources, as they were strongly encouraged to make referrals to other TCC services for most pre-health inquiries. Training and experience was minimal for this item. On the other hand, CCOCs had a dedicated time in their initial two-day training where they learned about critiquing cover letters, and all students requesting cover letter critiques were directed to CCOCs. For critiquing cover letters, CCOCs received training and experience throughout the semester. When these two self-evaluation items were compared, it was evident that CCOCs had a lower beginning and ending level of confidence with pre-health resources than with critiquing cover letters. This outcome supported the idea that training and experience does increase self-efficacy for CCOCs.

While some of the increases can be attributed to training and experience, some of the increase also appeared to reflect high levels of internal confidence among the participating graduate assistants, regardless of whether they had knowledge or experience in particular areas. When viewing the average scores (Figure 1) of self-evaluations at the beginning of the semester, it was apparent that these individuals entered their role with a relatively high degree of confidence, as item scores rarely went below the midrange of the self-evaluation scale. The self-evaluation was administered after the initial two-day training, and new CCOCs did respond in open-ended questions that the initial training and experience contributed to their levels of confidence. While it was encouraging that even initial training helped to create confidence for the CCOCs, these beginning high scores did not leave much room for progress through the semester, and they also raise the question as to whether the CCOCs were truly reflective about their abilities and their rankings on the self-evaluation items. For returning CCOCs, the high levels of confidence seemed to be a reflection of past experiences, as they indicated in open-ended responses that prior experience in the role helped with their familiarity of these skills.

Further support for this high level of confidence can be seen in the comparison of self-evaluation scores for attending and intentional silence (Table 2). Although intentional silence showed a lower beginning and ending level of confidence as compared to attending, the difference in both items was only about one point on the confidence scale. Attending behaviors were discussed in the initial training and throughout the semester at monthly meetings as a key feature of microskills, and the importance of building rapport with students was emphasized in CCOC training. Intentional silence, however, was rarely if ever mentioned in the CCOC training at any point in the semester.

Several responses to open-ended questions in mid-semester self-evaluations did mention intentional silence as a skill to develop. This appeared to suggest that CCOCs did not develop experience in intentional silence, so they had both minimal training and experience in this skill throughout the semester, yet still scored themselves relatively high for this item.

High scores did not necessarily reflect a CCOC's complete confidence in his or her skills, as responses to open-ended questions revealed that CCOCs still believed they had room for growth. This seems to suggest that the CCOCs did not completely equate self-efficacy with ability, so even though confidence levels were high for these individuals, they recognized they could still work to develop their competencies. Alternatively, the self-efficacy scales did not measure self-efficacy for the purposes of the present study. However, it is not surprising that this high confidence exists among the graduate assistants at TCC. Because these individuals are expected to serve as public faces as employees of The Career Center, it is quite likely that very confident students are selected in the hiring process.

Development of microskills through training and experience over the course of the semester could not be fully evaluated in this study, as video recordings of CCOC interactions did not provide sufficient information. Examination of videos in the middle of the semester in combination with self-reported CCOC interactions at the end of the semester, however, appeared to suggest a progression in microskills development. Mid-semester videos showed interactions where CCOCs provided information to students when they were familiar with the area of the student's concern. When CCOCs were unfamiliar with a student's area of concern, the CCOC was more collaborative than

instructive and put more effort into learning about the student and the student's concern. In contrast, end-of-semester self-reports on CCOC interactions offered detail on students, even for topics that were familiar to the CCOC. Although these descriptions were in the CCOCs' own words, and it is very likely they selected the specific interaction that demonstrated the best evidence of their skills, the amount of detail provided by CCOCs about the students in these stories appeared to support an understanding of microskills that was not evident in the October videos. In comparison to the October videotaped interactions, where information gathered about the student was minimal, the end-of-semester accounts suggested that the CCOCs became less instructive and more collaborative, even during resume and cover letter critiques. What the CCOCs were able to learn about the individuals with whom they met, and the outcomes they were able to obtain, in these challenging encounters appeared to illustrate a greater development of microskills through the course of the semester.

Positive feedback from student surveys also seemed to indicate that CCOCs were able to understand and address the concerns presented by the students with whom they met. Although this information does not address development of microskills over time, interactions between CCOCs and students are effective. Satisfaction may not equate with quality or ability, but it is promising that students are satisfied with the assistance they receive from CCOCs and believe their concerns are understood and addressed.

Recommendations

Results from this study provide preliminary evidence that CCOC training does help to develop self-efficacy and build microskills for the graduate assistants who assume this role. While the distribution of self-evaluations may provide indicators of CCOC self-

efficacy and encourage CCOCs to consider the extent of their abilities, greater reflection would be possible through activities that encouraged feedback. The results of the self-evaluations were not discussed with individual CCOCs during the semester, which could have offered a way to review skills definitions and different levels of competence for the scaled items. The self-evaluations could also help to inform training throughout the semester, since lower scores on competencies considered to be of high priority could be selected as training topics.

Although video recording was a part of the study design, only three CCOCs agreed to participate in the video recording portion of the study. After each of the weeks of video recording, no discussion or review of these encounters was included in the study, which could have offered an opportunity to analyze skill performance and discuss strategies for improvement. A few of the CCOCs who had chosen not to be videotaped for the study revealed in personal communications that they felt uncomfortable being videotaped; they indicated feeling self-conscious about the experience, which led them to opt out of this portion of the study. Videotaping was not a part of CCOC training, so graduate assistants did not have this method of skills development available to them. Incorporating this type of activity in the training would provide a way to address individual levels of competency for different aspects of microskills. Even if CCOCs were asked to view their own videos and offer some critical feedback, it would help these individuals to see how they put their training into practice. From the mid-semester self-evaluations, it appears that this type of feedback was appreciated, as several CCOCs mentioned the value of role plays they were able to do during their training.

At the beginning of each semester, CCOCs spent the first two weeks in their role partnered with a professional staff member or returning CCOC. Partnering helped to orient the CCOC to the role by having a more experienced individual offer support and feedback in the first few interactions. After this initial supervision period, however, there was no other time during the semester when CCOCs were supervised during their brief interventions to students. Incorporating additional supervision into CCOC training during the semester would offer a way to examine skills development over time.

Finally, it is important to be realistic about how much was expected of these graduate assistants, given how much training they received and how much time they actually spent staffing the CCOC program. Each graduate assistant staffed the CCOC program in person for four hours per week; one additional hour per week was reserved for continued training, either through CCOC meetings or individual training modules. Besides the weekly hour that graduate assistants had for CCOC preparation, there was only the initial two-day intensive training to prepare them for their role. The five hours of CCOC staffing constituted only one quarter of what these graduate assistants did in their weekly work as employees of TCC. For that amount of time, they were expected to provide brief interventions to students. In many cases, those interactions were a resume or cover letter critique, or referral to a resource. In other cases, interactions could certainly be challenging, such as when a CCOC encountered a nontraditional client (such as an alumnus) or had to discuss ethical practices. Although it is important that CCOCs are able to build rapport through microskills and have self-efficacy to perform their role effectively, it is equally important that CCOCs recognize their own limitations. They may not be able to assist every student they meet. CCOCs are reminded frequently about how

and when to make referrals, and learning about referrals should remain an integral part of CCOC training.

Conclusions

Beginning with a two-day intensive training experience at the start of the semester, graduate assistants are provided with the skills and knowledge to staff the Career Consultant on Call program at The Career Center. The CCOC program filled a gap in service for the center, as graduate assistants were able to provide brief interventions to students requiring one-on-one assistance. CCOCs had ongoing training through one hour of professional development per week and periodic group meetings. With training and experience, CCOCs developed greater self-efficacy in their skills and abilities for this role as the semester progressed. Although it is not completely clear that the level of skill for these CCOCs increased over the period of a semester, detailed descriptions of student encounters suggested that CCOCs were able to use their skills to interact with individuals presenting more complex concerns than those for which they were trained to handle. Positive student feedback demonstrated that CCOCs were able to be effective in their role. While improvements to training structure through the semester, such as ongoing supervision, would help CCOCs continue to develop their skills, current training combined with experience in the role appears to have an effect on the self-efficacy of these graduate assistants to carry out a specialized role supporting the mission of The Career Center.

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APPENDICES

A. Spring 2008 Self-assessment form for CCOCs

B. Spring 2008 Professional Development Plan form for CCOCs

C. Spring 2008 instructions to CCOCs for developing professional development plans

D. Career Consultant on Call self-evaluation forms

   Start of semester: Evaluation and Training Outcomes

   Middle of semester: Mid-Semester Evaluation and Training Outcomes

   End of semester: Semester Final Evaluation and Training Outcomes

E. Spring 2009 Student Survey

F. Helping/Counseling Skills Rubric for Rating

G. Informed consent form for Career Consultant on Call participants (self-evaluation only)

H. Informed consent form for Career Consultant on Call participants (self-evaluation and videotaping)

I. Informed consent form for student participants

J. Script to describe consent procedures to front desk staff

K. Script used by front desk staff to request consent from students entering The Career Center

L. Eastern Illinois University correspondence regarding IRB Authorization Agreement with the University of Illinois at Urbana-Champaign

M. IRB approval letter from the University of Illinois at Urbana-Champaign, October 2008

N. IRB approval letter from the University of Illinois at Urbana-Champaign, December 2008

O. IRB approval letter from the University of Illinois at Urbana-Champaign, June 2009

P. Fall 2008 CCOC Orientation Schedule (outline of two-day intensive training)
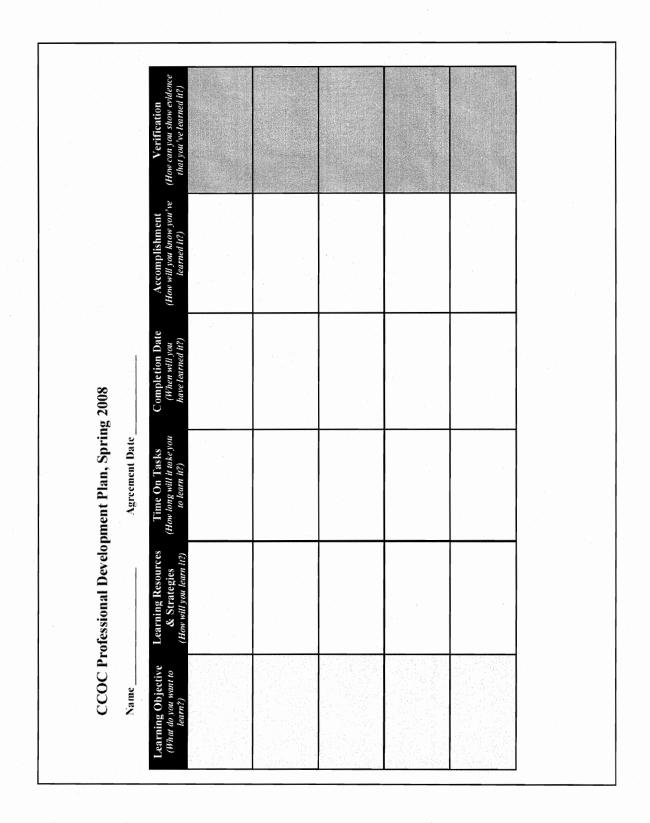
Q. Department thesis proposal approval form

Appendix A. Spring 2008 Self-assessment form for CCOCs

CCOC SELF-ASSESSMENT

As you complete this, remember there are no right or wrong answers! We want to get an honest assessment of how you see your current skills and knowledge level related to CCOC. This will help us focus your ongoing professional development this semester. Your individual responses will remain confidential. Collective data will be valuable to inform the development of future CCOC training or research on the CCOC program. In these cases all personal identifying information will be removed.

Please return to Margaret by Friday, January 25, 2008.

Name _____ Date _____

COMPETENCIES	HOW CONFIDENT DO YOU FEEL ABOUT YOUR ABILITIES IN THIS AREA? (PLEASE WRITE A NUMBER) 1 NOT CONFIDENT 2 3 4 5 CONFIDENT	HOW/WHERE DID YOU DEVELOP THIS ABILITY? (PLEASE EXPLAIN)	DO YOU NEED/DESIRE ADDITIONAL TRAINING IN THIS AREA? (YES OR NO)	PLAN TO IMPROVE (PLEASE LEAVE BLANK)
PRACTICAL KNOWLEDGE – CCOC SPECIFIC				
Use of Schedule Q				
CCOC Duties & Responsibilities				
PRACTICAL KNOWLEDGE–TCC SPECIFIC				
TCC Policies & Procedures				
TCC Website				
I Connect/ I-Link				
Alumni Directory (UAA Online Directory)				

COMPETENCIES	HOW CONFIDENT DO YOU FEEL ABOUT YOUR ABILITIES IN THIS AREA? (PLEASE WRITE A NUMBER) 1 2 3 4 5 NOT CONFIDENT CONFIDENT	HOW/WHERE DID YOU DEVELOP THIS ABILITY? (PLEASE EXPLAIN)	DO YOU NEED/DESIRE ADDITIONAL TRAINING IN THIS AREA? (YES OR NO)	PLAN TO IMPROVE (PLEASE LEAVE BLANK)
Career Search				
EPICS				
Illinois CIS				
Optimal Resume Builder				
Vault				
Linking Majors to Careers				
Pre-Health Resources: Health Careers Chronicle, LEO, Pre-med/Pre-health Guide				
TCC Career Resource Center				
Workshops & Programs (events on semester flyer)				
Illini Externship Program				
TCC Mock Interview Program				
TCC Outreach Team				

COMPETENCIES	HOW CONFIDENT DO YOU FEEL ABOUT YOUR ABILITIES IN THIS AREA? (PLEASE WRITE A NUMBER) 1 2 3 4 5 NOT CONFIDENT CONFIDENT	HOW/WHERE DID YOU DEVELOP THIS ABILITY? (PLEASE EXPLAIN)	DO YOU NEED/DESIRE ADDITIONAL TRAINING IN THIS AREA? (YES OR NO)	PLAN TO IMPROVE (PLEASE LEAVE BLANK)
PRACTICAL KNOWLEDGE-UIUC SPECIFIC				
Other Career Services Offices				
Other Campus Resources				
GENERAL CAREER KNOWLEDGE				
Job Search Techniques				
Grad School Information				
Resources for International Students Seeking US Employment				
Resources for Students Seeking International Experiences				
Salary Negotiation				
Interviewing Skills				
Internships				

COMPETENCIES	HOW CONFIDENT DO YOU FEEL ABOUT YOUR ABILITIES IN THIS AREA? (PLEASE WRITE A NUMBER) 1 2 3 4 5 NOT CONFIDENT CONFIDENT	HOW/WHERE DID YOU DEVELOP THIS ABILITY? (PLEASE EXPLAIN)	DO YOU NEED/DESIRE ADDITIONAL TRAINING IN THIS AREA? (YES OR NO)	PLAN TO IMPROVE (PLEASE LEAVE BLANK)
PRACTICAL SKILLS				
Critiquing Resumes				
Critiquing Cover Letters				
Critiquing Graduate Student Resumes & Cover Letters				
Making Referrals to Other Resources				
Listening to Clarify Issues				
Asking Questions to Clarify Issues				
Assessing Student Needs to Determine Level of Service				
Providing Customer Service				
CAREER THEORY				
CIP Pyramid (Career Decision-Making Process)				
CIP Complexity/Capability Model				
Holland Person-Environment Theory				

Appendix B. Spring 2008 Professional Development Plan form for CCOCs

CCOC Professional Development Plan, Spring 2008

Name _____   Agreement Date _____

Learning Objective (What do you want to learn?)	Learning Resources & Strategies (How will you learn it?)	Time On Tasks (How long will it take you to learn it?)	Completion Date (When will you have learned it?)	Accomplishment (How will you know you've learned it?)	Verification (How can you show evidence that you've learned it?)

Appendix C. Spring 2008 instructions to CCOCs for developing professional development plans

Developing Your Professional Development Plan for Spring 2008

Over the course of this semester, you have 10 hours scheduled for on-going CCOC professional development. What do you want to learn? How do you want to use those hours? How can you make the most of this opportunity?

This semester I want to give you the opportunity to develop your personal plan to achieve professional development goals that you identify. The following steps will help guide the process.

Step 1. Using your CCOC Self-Assessment, identify competency areas that you would like to develop this semester. Based on your answers, you can identify gaps in your competencies. Or perhaps you know of an area not on the assessment that you want to develop. Now you can choose those areas that are most important to you and that would contribute most to your success as a CCOC and focus on developing those.

Step 2. Translate these competency gaps and felt learning needs into learning objectives. Identify what you want to learn. You will likely need to determine learning priorities.

Step 3. Identify resources (material and human) and strategies (tools and techniques) that can help you achieve your learning objectives. Indicate how you want to meet each learning objective. This might include attending presentations, reading books or journal articles, accessing web sites, talking with staff or others with desired expertise, etc. You may already know of resources that will help you. Vetisha and I can help you brainstorm as well. Once you know what you want to learn, be creative in figuring out how to learn it.

Step 4. Estimate the time it will take you to attain your objective. How long will it take you to complete these strategies and use the resources? Be realistic. You want to aim to spend about 10 hours over the course of the semester.

Step 5. Establish target dates for completion of these objectives. All objectives need to be completed no later than the end of April. Obviously the earlier in the semester you learn, the more time you have to use your new competencies. Take your semester schedule into consideration as you establish your plan. Obviously, I prefer early completion dates and do not want all target completion dates to be April 30.

Step 6. Indicate the level to which you plan to achieve your objective and how you will know that you have reached it. Perhaps you will produce a resource that can be used by future CCOCs, write a flyer, make a presentation, keep a log, share with a staff member, etc.

Step 7. Indicate how you will validate that you have reached your objective. This will generally include some type of feedback from a fellow CCOC, Vetisha, Margaret, your staff supervisor, etc.

Go ahead and draft your plan. This is a new process, so if you have questions or need assistance, just ask! I want to schedule a meeting during the first two weeks of February to discuss your plan

and clarify questions. I hope we can finalize your plan by Feb 15. Please remember that no plan is unchangeable. It can be revised as situations and opportunities change during the semester. Let me now if this happens. I hope that this semester brings valuable self-directed learning to us all!

Appendix D. Career Consultant on Call self-evaluation forms

Evaluation and Training Outcomes

The goal of CCOC training is to prepare you to be confident and competent in your role as CCOC. Please give us an honest assessment of how you perceive your skill and knowledge level following the completion of CCOC training. There is no right or wrong answer, and your response will not be used in the evaluation your job performance. Your responses will be used to help plan future group and individual training.

Directions: How confident do you feel about your abilities in the following areas? (Please write a number using the following scale)

Competencies	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9
Practical Knowledge – CCOC Specific										
CCOC Role & Expectation										
CCOC Duties & Responsibilities										
Practical Knowledge – TCC Specific										
TCC Policies & Procedures										
TCC Website										
Optimal Resume Builder										
Vault										
Linking Majors to Careers										
Pre-Health Resources: Health Career, Chronicle, LEO, Pre-Med/Pre-Health Guide										
TCC Career Resource Center										
Workshops & Programs (events on semester flyer)										
Other Career Services Offices										
General Career Knowledge										
Job Search Techniques										
Internships										
Choosing a Major										
Jobs on Campus										
Resumes										
Cover Letters										
Interviewing Skills										
Jobs by Major										
Work Abroad										
Grad School Info										
Resources for job seeking international students										
Resources for students seeking international experiences										

Competencies	No Confidence at all			Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9
Practical Skills									
Critiquing Resumes									
Critiquing Cover Letters									
Critiquing Graduate Student Resumes & Cover Letters									
Making Referrals to Other Resources									
Assessing Student Needs to Determine Level of Service									
Being Aware of Emotions									
Using Questions to Reframe									
Using Coaching Questions									
Keeping Ownership with Student									
Using Action Plans									
Using SWOT Analysis									
Use of Opening Question									
Career Theory									
CIP Pyramid (Career Decision-Making Process)									
CIP Complexity/Capability Model									
TCC Resources									
Career Search									
EPICS									
Illinois CIS									
Other Campus Resources									
Illini Externship Program									
TCC Mock Interview Program									
TCC Outreach Team									
I-Link									
Alumni Directory (UIAA Online Directory)									
Always Illinois									

CASES-G

General Instructions: The following questionnaire consists of two parts. Each part asks about your beliefs about your ability to perform various counselor behaviors or to deal with particular issues in counseling. We are looking for your honest, candid responses that reflect your beliefs about your current capabilities, rather than how you would like to be seen or how you might look in the future. There are no right or wrong answers to the following questions. Using a dark pen or pencil, please fill in the number that best reflects your response to each question.

Part I. Instructions: Please indicate how confident you are in your ability to use each of the following helping skills effectively, over the next week, in counseling **most** students.

	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9

How confident are you that you could use these general skills effectively with <u>most</u> students over the next week?

1. **Attending** (orient yourself physically toward the student).	0	1	2	3	4	5	6	7	8	9
2. **Listening** (capture and understand the messages that students communicate).	0	1	2	3	4	5	6	7	8	9
3. **Restatements** (repeat or rephrase what the student has said, in a way that is succinct, concrete, and clear).	0	1	2	3	4	5	6	7	8	9
4. **Open questions** (ask questions that help students to clarify or explore their thoughts or feelings).	0	1	2	3	4	5	6	7	8	9
5. **Reflection of feelings** (repeat or rephrase the student's statements with an emphasis on his or her feelings).	0	1	2	3	4	5	6	7	8	9
6. **Self-disclosure for exploration** (reveal personal information about your history, credentials, or feelings).	0	1	2	3	4	5	6	7	8	9
7. **Intentional silence** (use silence to allow students to get in touch with their thoughts or feelings).	0	1	2	3	4	5	6	7	8	9
8. **Challenges** (point out discrepancies, contradictions, defenses, or irrational beliefs of which the student is unaware or that he or she is unwilling or unable to change).	0	1	2	3	4	5	6	7	8	9
9. **Interpretations** (make statements that go beyond what the student has overtly stated and that give the student a new way of seeing his or her behavior, thoughts, or feelings).	0	1	2	3	4	5	6	7	8	9
10. **Self-disclosures for insight** (disclose *past* experiences in which you gained some personal insight).	0	1	2	3	4	5	6	7	8	9
11. **Immediacy** (disclose *immediate* feelings you have about the student, the therapeutic relationship, or yourself in relation to the student).	0	1	2	3	4	5	6	7	8	9
12. **Information-giving** (teach or provide the student with data, opinions, facts, resources, or answers to questions).	0	1	2	3	4	5	6	7	8	9

Part I (cont'd)

	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9

How confident are you that you could use these general skills effectively with _most_ students over the next week?

13. **Direct guidance** (give the student suggestions, directives, or advice that imply actions for the student to take).	0	1	2	3	4	5	6	7	8	9
14. **Role play and behavior rehearsal** (assist the student to role-play or rehearse behaviors in-session).	0	1	2	3	4	5	6	7	8	9
15. **Homework** (develop and prescribe therapeutic assignments for students to try out between sessions).	0	1	2	3	4	5	6	7	8	9

Part II. instructions: Please indicate how confident you are in your ability to do each of the following tasks effectively, over the next week, in counseling **most** students.

	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9

How confident are you that you could do these specific tasks effectively with most students over the next week?

1. Keep sessions "on track" and focused.	0	1	2	3	4	5	6	7	8	9
2. Respond with the best helping skill, depending on what your student needs at a given moment.	0	1	2	3	4	5	6	7	8	9
3. Help your student to explore his or her thoughts, feelings, and actions.	0	1	2	3	4	5	6	7	8	9
4. Help your student to talk about his or her concerns at a "deep" level.	0	1	2	3	4	5	6	7	8	9
5. Know what to do or say next after your student talks.	0	1	2	3	4	5	6	7	8	9
6. Help your student to set realistic counseling goals.	0	1	2	3	4	5	6	7	8	9
7. Help your student to understand his or her thoughts, feelings, and actions.	0	1	2	3	4	5	6	7	8	9
8. Build a clear conceptualization of your student and his or her counseling issues.	0	1	2	3	4	5	6	7	8	9
9. Remain aware of your intentions (i.e., the purposes of your interventions) during sessions.	0	1	2	3	4	5	6	7	8	9
10. Help your student to decide what actions to take regarding his or her problems).	0	1	2	3	4	5	6	7	8	9

1. Please describe the reasoning behind your ratings on these helping/counseling skills. How did you choose your scores?

2. Of the helping/counseling skills on which you had to rate yourself, which is the biggest concern to you as a CCOC? Please explain.

3. Which of these helping/counseling skills do you feel that you need to, or would like to, develop further?

Mid-Semester Evaluation and Training Outcomes

The goal of CCOC training is to prepare you to be confident and competent in your role as CCOC. Please give us an honest assessment of how you perceive your skill and knowledge level following the completion of CCOC training. There is no right or wrong answer, and your response will not be used in the evaluation your job performance. Your responses will be used to help plan future group and individual training.

Directions: How confident do you feel about your abilities in the following areas? (Please write a number using the following scale)

Competencies	No Confidence at all			Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9
Practical Knowledge – CCOC Specific									
CCOC Role & Expectation									
CCOC Duties & Responsibilities									
Practical Knowledge – TCC Specific									
TCC Policies & Procedures									
TCC Website									
Optimal Resume Builder									
Vault									
Linking Majors to Careers									
Pre-Health Resources: Health Career, Chronicle, LEO, Pre-Med/Pre-Health Guide									
TCC Career Resource Center									
Workshops & Programs (events on semester flyer)									
Other Career Services Offices									
General Career Knowledge									
Job Search Techniques									
Internships									
Choosing a Major									
Jobs on Campus									
Resumes									
Cover Letters									
Interviewing Skills									
Jobs by Major									
Work Abroad									
Grad School Info									
Resources for job seeking international students									
Resources for students seeking international experiences									

Competencies	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9
Practical Skills										
Critiquing Resumes										
Critiquing Cover Letters										
Critiquing Graduate Student Resumes & Cover Letters										
Making Referrals to Other Resources										
Assessing Student Needs to Determine Level of Service										
Being Aware of Emotions										
Using Questions to Reframe										
Using Coaching Questions										
Keeping Ownership with Student										
Using Action Plans										
Using SWOT Analysis										
Use of Opening Question										
Career Theory										
CIP Pyramid (Career Decision-Making Process)										
CIP Complexity/Capability Model										
TCC Resources										
Career Search										
EPICS										
Illinois CIS										
Other Campus Resources										
Illini Externship Program										
TCC Mock Interview Program										
TCC Outreach Team										
I-Link										
Alumni Directory (UIAA Online Directory)										
Always Illinois										

CASES-G

General Instructions: The following questionnaire consists of two parts. Each part asks about your beliefs about your ability to perform various counselor behaviors or to deal with particular issues in counseling. We are looking for your honest, candid responses that reflect your beliefs about your current capabilities, rather than how you would like to be seen or how you might look in the future. There are no right or wrong answers to the following questions. Using a dark pen or pencil, please fill in the number that best reflects your response to each question.

Part I. Instructions: Please indicate how confident you are in your ability to use each of the following helping skills effectively, over the next week, in counseling **most** students.

	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9
How confident are you that you could use these general skills effectively with most students over the next week?										
1. **Attending** (orient yourself physically toward the student).	0	1	2	3	4	5	6	7	8	9
2. **Listening** (capture and understand the messages that students communicate).	0	1	2	3	4	5	6	7	8	9
3. **Restatements** (repeat or rephrase what the student has said, in a way that is succinct, concrete, and clear).	0	1	2	3	4	5	6	7	8	9
4. **Open questions** (ask questions that help students to clarify or explore their thoughts or feelings).	0	1	2	3	4	5	6	7	8	9
5. **Reflection of feelings** (repeat or rephrase the student's statements with an emphasis on his or her feelings).	0	1	2	3	4	5	6	7	8	9
6. **Self-disclosure for exploration** (reveal personal information about your history, credentials, or feelings).	0	1	2	3	4	5	6	7	8	9
7. **Intentional silence** (use silence to allow students to get in touch with their thoughts or feelings).	0	1	2	3	4	5	6	7	8	9
8. **Challenges** (point out discrepancies, contradictions, defenses, or irrational beliefs of which the student is unaware or that he or she is unwilling or unable to change).	0	1	2	3	4	5	6	7	8	9
9. **Interpretations** (make statements that go beyond what the student has overtly stated and that give the student a new way of seeing his or her behavior, thoughts, or feelings).	0	1	2	3	4	5	6	7	8	9
10. **Self-disclosures for insight** (disclose *past* experiences in which you gained some personal insight).	0	1	2	3	4	5	6	7	8	9
11. **Immediacy** (disclose *immediate* feelings you have about the student, the therapeutic relationship, or yourself in relation to the student).	0	1	2	3	4	5	6	7	8	9
12. **Information-giving** (teach or provide the student with data, opinions, facts, resources, or answers to questions).	0	1	2	3	4	5	6	7	8	9

Part I (cont'd)

	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9

How confident are you that you could use these general skills effectively with _most_ students over the next week?

13. **Direct guidance** (give the student suggestions, directives, or advice that imply actions for the student to take).	0	1	2	3	4	5	6	7	8	9
14. **Role play and behavior rehearsal** (assist the student to role-play or rehearse behaviors in-session).	0	1	2	3	4	5	6	7	8	9
15. **Homework** (develop and prescribe therapeutic assignments for students to try out between sessions).	0	1	2	3	4	5	6	7	8	9

Part II. Instructions: Please indicate how confident you are in your ability to do each of the following tasks <u>effectively</u>, over the next week, in counseling **most** students.

	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9

How confident are you that you could do these specific tasks effectively with <u>most</u> students over the next week?

1. Keep sessions "on track" and focused.	0	1	2	3	4	5	6	7	8	9
2. Respond with the best helping skill, depending on what your student needs at a given moment.	0	1	2	3	4	5	6	7	8	9
3. Help your student to explore his or her thoughts, feelings, and actions.	0	1	2	3	4	5	6	7	8	9
4. Help your student to talk about his or her concerns at a "deep" level.	0	1	2	3	4	5	6	7	8	9
5. Know what to do or say next after your student talks.	0	1	2	3	4	5	6	7	8	9
6. Help your student to set realistic counseling goals.	0	1	2	3	4	5	6	7	8	9
7. Help your student to understand his or her thoughts, feelings, and actions.	0	1	2	3	4	5	6	7	8	9
8. Build a clear conceptualization of your student and his or her counseling issues.	0	1	2	3	4	5	6	7	8	9
9. Remain aware of your intentions (i.e., the purposes of your interventions) during sessions.	0	1	2	3	4	5	6	7	8	9
10. Help your student to decide what actions to take regarding his or her problems).	0	1	2	3	4	5	6	7	8	9

1. Please describe the reasoning behind your ratings on these helping/counseling skills. How did you choose your scores?

2. Of the helping/counseling skills on which you had to rate yourself, which is the biggest concern to you as a CCOC? Please explain.

3. Which of these helping/counseling skills do you feel that you need to, or would like to, develop further?

4. What has been the most helpful aspect of CCOC training in preparing you to perform your duties?

5. Was there an area of CCOC training that you feel was not useful or applicable?

Semester Final Evaluation and Training Outcomes

The goal of CCOC training is to prepare you to be confident and competent in your role as CCOC. Please give us an honest assessment of how you perceive your skill and knowledge level following the completion of CCOC training. There is no right or wrong answer, and your response will not be used in the evaluation your job performance. Your responses will be used to help plan future group and individual training.

Directions: How confident do you feel about your abilities in the following areas? (Please write a number using the following scale)

Competencies	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9
Practical Knowledge – CCOC Specific										
CCOC Role & Expectation										
CCOC Duties & Responsibilities										
Practical Knowledge – TCC Specific										
TCC Policies & Procedures										
TCC Website										
Optimal Resume Builder										
Vault										
Linking Majors to Careers										
Pre-Health Resources: Health Career, Chronicle, LEO, Pre-Med/Pre-Health Guide										
TCC Career Resource Center										
Workshops & Programs (events on semester flyer)										
Other Career Services Offices										
General Career Knowledge										
Job Search Techniques										
Internships										
Choosing a Major										
Jobs on Campus										
Resumes										
Cover Letters										
Interviewing Skills										
Jobs by Major										
Work Abroad										
Grad School Info										
Resources for job seeking international students										
Resources for students seeking international experiences										

Competencies	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9
Practical Skills										
Critiquing Resumes										
Critiquing Cover Letters										
Critiquing Graduate Student Resumes & Cover Letters										
Making Referrals to Other Resources										
Assessing Student Needs to Determine Level of Service										
Being Aware of Emotions										
Using Questions to Reframe										
Using Coaching Questions										
Keeping Ownership with Student										
Using Action Plans										
Using SWOT Analysis										
Use of Opening Question										
Career Theory										
CIP Pyramid (Career Decision-Making Process)										
CIP Complexity/Capability Model										
TCC Resources										
Career Search										
EPICS										
Illinois CIS										
Other Campus Resources										
Illini Externship Program										
TCC Mock Interview Program										
TCC Outreach Team										
I-Link										
Alumni Directory (UIAA Online Directory)										
Always Illinois										

CASES-G

General Instructions: The following questionnaire consists of two parts. Each part asks about your beliefs about your ability to perform various counselor behaviors or to deal with particular issues in counseling. We are looking for your honest, candid responses that reflect your beliefs about your current capabilities, rather than how you would like to be seen or how you might look in the future. There are no right or wrong answers to the following questions. Using a dark pen or pencil, please fill in the number that best reflects your response to each question.

Part I. Instructions: Please indicate how confident you are in your ability to use each of the following helping skills effectively, over the next week, in counseling **most** students.

	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9

How confident are you that you could use these general skills effectively with most students over the next week?

1. **Attending** (orient yourself physically toward the student).	0	1	2	3	4	5	6	7	8	9
2. **Listening** (capture and understand the messages that students communicate).	0	1	2	3	4	5	6	7	8	9
3. **Restatements** (repeat or rephrase what the student has said, in a way that is succinct, concrete, and clear).	0	1	2	3	4	5	6	7	8	9
4. **Open questions** (ask questions that help students to clarify or explore their thoughts or feelings).	0	1	2	3	4	5	6	7	8	9
5. **Reflection of feelings** (repeat or rephrase the student's statements with an emphasis on his or her feelings).	0	1	2	3	4	5	6	7	8	9
6. **Self-disclosure for exploration** (reveal personal information about your history, credentials, or feelings).	0	1	2	3	4	5	6	7	8	9
7. **Intentional silence** (use silence to allow students to get in touch with their thoughts or feelings).	0	1	2	3	4	5	6	7	8	9
8. **Challenges** (point out discrepancies, contradictions, defenses, or irrational beliefs of which the student is unaware or that he or she is unwilling or unable to change).	0	1	2	3	4	5	6	7	8	9
9. **Interpretations** (make statements that go beyond what the student has overtly stated and that give the student a new way of seeing his or her behavior, thoughts, or feelings).	0	1	2	3	4	5	6	7	8	9
10. **Self-disclosures for insight** (disclose *past* experiences in which you gained some personal insight).	0	1	2	3	4	5	6	7	8	9
11. **Immediacy** (disclose *immediate* feelings you have about the student, the therapeutic relationship, or yourself in relation to the student).	0	1	2	3	4	5	6	7	8	9
12. **Information-giving** (teach or provide the student with data, opinions, facts, resources, or answers to questions).	0	1	2	3	4	5	6	7	8	9

Part I (cont'd)

	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9

How confident are you that you could use these general skills effectively with most students over the next week?

13. **Direct guidance** (give the student suggestions, directives, or advice that imply actions for the student to take).	0	1	2	3	4	5	6	7	8	9
14. **Role play and behavior rehearsal** (assist the student to role-play or rehearse behaviors in-session).	0	1	2	3	4	5	6	7	8	9
15. **Homework** (develop and prescribe therapeutic assignments for students to try out between sessions).	0	1	2	3	4	5	6	7	8	9

Part II. Instructions: Please indicate how confident you are in your ability to do each of the following tasks effectively, over the next week, in counseling **most** students.

	No Confidence at all				Some Confidence				Complete Confidence	
	0	1	2	3	4	5	6	7	8	9

How confident are you that you could do these specific tasks effectively with most students over the next week?

1. Keep sessions "on track" and focused.	0	1	2	3	4	5	6	7	8	9
2. Respond with the best helping skill, depending on what your student needs at a given moment.	0	1	2	3	4	5	6	7	8	9
3. Help your student to explore his or her thoughts, feelings, and actions.	0	1	2	3	4	5	6	7	8	9
4. Help your student to talk about his or her concerns at a "deep" level.	0	1	2	3	4	5	6	7	8	9
5. Know what to do or say next after your student talks.	0	1	2	3	4	5	6	7	8	9
6. Help your student to set realistic counseling goals.	0	1	2	3	4	5	6	7	8	9
7. Help your student to understand his or her thoughts, feelings, and actions.	0	1	2	3	4	5	6	7	8	9
8. Build a clear conceptualization of your student and his or her counseling issues.	0	1	2	3	4	5	6	7	8	9
9. Remain aware of your intentions (i.e., the purposes of your interventions) during sessions.	0	1	2	3	4	5	6	7	8	9
10. Help your student to decide what actions to take regarding his or her problems).	0	1	2	3	4	5	6	7	8	9

Reflecting upon the last semester's worth of experience, identify a challenging student that you've encountered. A) What was the situation presented by the student? B) How did you handle the matter? C) Were you satisfied with the result of the interaction? If so, why were you satisfied? If not, was there anything you feel that you could have done differently? Try to make your description as illustrative as possible through highlighting specific micro-counseling skills, TCC reference materials, etc. (500 word limit)

Appendix E. Spring 2009 Student Survey

Spring 2009 Student Survey

I met with a CCOC for a (circle all that apply):
resume critique   cover letter critique   general career question

This is the first time I've met with a CCOC: Yes   No

I believe the CCOC took a genuine interest in understanding my situation
Yes   Somewhat   No

I felt the CCOC was able to address my concerns
Yes   Somewhat   No

I understand the steps I need to take next.
Yes   Somewhat   No

Overall, my experience with the CCOC was positive
Yes   Somewhat   No

Other comments:

Appendix F. Helping/Counseling Skills Rubric for Rating

Helping/Counseling Skills Rubric for Rating
The Career Center: Videotape Review Rubric

CCOC Name: _____   Clip Date: _____   Rater Name: _____

Skill	1-Not Used/Minimal competence	2-Basic competence	3-Intentional competence	4-Advanced intentional competence
Attending behavior	Visuals/eye contact, vocal qualities, verbal following, and body language are not used, or are not culturally appropriate	Ability to demonstrate culturally appropriate visuals/eye contact, vocal qualities, verbal following, and body language	Ability to understand and manage his/her own pattern of selective attention	Ability to use attending skills with more challenging students
	His/her own talk-time is more than that of the student without offering significant assistance	Ability to increase student talk-time while reducing his/her own	Ability to change his/her attending style to meet student individual and cultural differences	Ability through attention and inattention to help students move from negative, self-defeating conversation to more positive and useful topics (also includes helping students who are avoiding issues to talk about them in more depth)
	Veers student to irrelevant topics	Ability to stay on a student's topic without introducing any new topics of his/her own	Ability to note topics that students particularly attend to and topics that they may avoid	
Open and closed questions	Uses open and closed ended questions without regard for responses obtained	Ability to use open and closed ended questions	Ability to use closed questions to obtain necessary facts, without disturbing the student's natural conversation	Ability to use *could* questions and, as predicted, obtain a general student story
	Uses open and closed ended questions inappropriately	Ability to obtain longer responses to open questions and shorter responses to closed questions	Ability to use open questions to help students elaborate their stories	Ability to use *what* questions to facilitate discussion of facts
				Ability to use *how* questions to bring out feelings
				Ability to use *why* questions to bring out student reasons
				Ability to bring out student concrete information and specifics

Skill	1-Not Used/Minimal competence	2-Basic competence	3-Intentional competence	4-Advanced intentional competence
Client observation skills	Demonstrates lack of attention to student patterns	Ability to identify student patterns of selective attention and use those patterns either to bring talk back to the original topic or to move knowingly to the new topic provided by the student	Ability to match students' concrete/situation or abstract/formal operational language and help them to expand their stories in their own style Ability to identify key student "I" and "other" statements and feed them back to the student accurately, thus enabling the student to describe and define what is meant more fully	Ability to note discrepancies and feed them back to the student accurately Ability to note discrepancies in yourself and act to change them appropriately
Active listening (encouraging, paraphrasing, and summarizing)	Lack of use of nonverbal, silence, minimal encouragers, or repetition of key words to encourage students to keep talking	Ability to encourage students to keep talking through use of nonverbal and through the use of silence, minimal encouragers, and the repetition of key words	Ability to use encouragers, paraphrases, and summaries accurately to facilitate student conversation Ability to use encouragers, paraphrases, and summaries accurately to keep students from repeating their stories unnecessarily	Ability to use key word encouragers to direct student conversation toward important topics and central ideas Ability to summarize accurately longer periods of student utterances

Appendix G. Informed consent form for Career Consultant on Call participants (self-evaluation only)

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

The Career Center
715 South Wright Street
Champaign, IL 61820

Informed Consent Form for Graduate Assistant (CCOCs) Participants

You are being asked to participate in a research study of the Career Consultant on Call (CCOC) program, in order to determine whether training is effective in preparing you for your role as CCOC. This project will be supervised by Dr. Gail Rooney and conducted by Dr. Bernadette So at The Career Center at the University of Illinois at Urbana-Champaign.

In this study, we plan to consider your beliefs about your ability to provide helping/counseling skills (self-efficacy). As a participant in this study, you will be asked to share the self-assessments that you are asked to complete as a part of your CCOC training. These will be used as a way to see how your confidence in your ability to provide helping/counseling skills develops through the semester.

All information obtained during this research project will be kept secure and confidential. The risks associated with participation in this study are typical for sharing your experiences in your role as a CCOC. You may experience some stress from having your work as a CCOC evaluated. If any situation arises, including anxiety or discomfort, you are encouraged to discuss this with your supervisor, Dr. Rooney, or Dr. So. We anticipate that the results will be used to inform and improve future training for the CCOC program. The results of this study will be used for a student thesis, and may be used for a scholarly report, a journal article and/or conference presentation. In any publication or public presentation pseudonyms will be substituted for any identifying information.

Your participation in this project is completely voluntary, and you are free to withdraw at any time and for any reason without penalty. Your decision to participate, decline, or withdraw from participation will have no effect on your employment at The Career Center; and will have no effect on your grades at, status at, or future relations with the University of Illinois. You will receive a copy of the research results after this project is completed.

I am 18 years of age or older. I have read and understand the above information and voluntarily agree to participate in the research project described above. I have been given a copy of this consent form.

_____   _____
Signature   Date

Please contact Gail Rooney or Bernadette So with any questions, or concerns about the research at 217-333-0820 or via email at grooney@uiuc.edu or bernaso@uiuc.edu. You may also contact Gail Rooney or Bernadette So if you feel you have been injured or harmed by this research. If you have any questions about your rights as a participant in this study, please contact the University of Illinois Institutional Review Board at 217-333-2670 or via email at irb@illinois.edu.

Career Planning • *telephone* 217-333-0820 • *fax* 217-333-9615
Grad/Professional School • *telephone* 217-333-7079 • *fax* 217-333-0122

UNIVERSITY OF ILLINOIS
APPROVED CONSENT
VALID DATE

OCT − 1 2009

Appendix H. Informed consent form for Career Consultant on Call participants (self-evaluation and videotaping)

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

The Career Center

715 South Wright Street
Champaign, IL 61820

Informed Consent Form for Graduate Assistant (CCOCs) Participants

You are being asked to participate in a research study of the Career Consultant on Call (CCOC) program, in order to determine whether training is effective in preparing you for your role as CCOC. This project will be supervised by Dr. Gail Rooney and conducted by Dr. Bernadette So at The Career Center at the University of Illinois at Urbana-Champaign.

In this study, we plan to consider your beliefs about your ability to provide helping/counseling skills (self-efficacy), and look at your actual use of those skills (practical demonstration). As a participant in this study, you will be asked to be videotaped during two different weeks in the semester. During those two weeks, students who have consented to participate in the study will have their voices recorded and you will be videotaped at that time. These videotapes will be viewed by Bernadette So, who will select sample clips. These sample clips will be shared with raters, who will be asked to examine these clips and rate your level of skill in the following areas: attending behavior, open and closed questions, client observation skills, and active listening. In addition, data will be collected from the self-assessments that you are asked to complete as a part of your CCOC training, as well as from the descriptions of student interactions you are asked to provide during the two weeks you are videotaped. These will be used as a way to see how your confidence in your ability to provide helping/counseling skills develops through the semester.

The videotapes and all other information obtained during this research project will be kept secure and confidential. The videotapes will be kept in a locked file cabinet and will be accessible only to project personnel who will review them for the purpose of rating your helping/counseling skills. The videotapes will be kept for a period of five years and will be destroyed at that point.

The risks associated with participation in this study are typical for being observed in your role as a CCOC. You may experience some anxiety or discomfort related to having the video clips reviewed for rating purposes by TCC staff, or some stress from having your work as a CCOC evaluated. If any situation arises, including anxiety or discomfort, you are encouraged to discuss this with your supervisor, Dr. Rooney, or Dr. So. We anticipate that the results will be used to inform and improve future training for the CCOC program. The results of this study will be used for a student thesis, and may be used for a scholarly report, a journal article and/or conference presentation. In any publication or public presentation pseudonyms will be substituted for any identifying information.

Your participation in this project is completely voluntary, and you are free to withdraw at any time and for any reason without penalty. Your decision to participate, decline, or withdraw from participation will have no effect on your employment at The Career Center; and will have no effect on your grades at, status at, or future relations with the University of Illinois. You will receive a copy of the research results after this project is completed.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

The Career Center

715 South Wright Street
Champaign, IL 61820

I am 18 years of age or older. I have read and understand the above information and voluntarily agree to participate in the research project described above. I have been given a copy of this consent form.

_____   _____
Signature   Date

I agree to be videotaped for the purposes of this study.

_____   _____
Name (Please print)

_____   _____
Signature   Date

Please contact Gail Rooney or Bernadette So with any questions, or concerns about the research at 217-333-0820 or via email at grooney@uiuc.edu or bernaso@uiuc.edu. You may also contact Gail Rooney or Bernadette So if you feel you have been injured or harmed by this research. If you have any questions about your rights as a participant in this study, please contact the University of Illinois Institutional Review Board at 217-333-2670 or via email at irb@illinois.edu.

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APPROVED CONSENT
VALID UNTIL

OCT - 1 2009

Career Planning • _telephone_ 217-333-0820 • _fax_ 217-333-9615
Grad/Professional School • _telephone_ 217-333-7079 • _fax_ 217-333-0122

Appendix I. Informed consent form for student participants

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

The Career Center

715 South Wright Street
Champaign, IL 61820

Informed Consent Form for Student Participants

You are being asked to participate in a research study of the Career Consultant on Call (CCOC) program, in order to determine whether training is effective in preparing graduate assistants for their role as CCOC. This project will be supervised by Dr. Gail Rooney and conducted by Dr. Bernadette So at The Career Center at the University of Illinois at Urbana-Champaign.

In this project, we plan to study the skills that the CCOC uses when meeting with you. Should you choose to participate, the CCOC will be videotaped and your voice will be recorded. The videotapes and all other information obtained during this research project will be kept secure. The videotapes will be kept in a locked file cabinet and will be accessible only to project personnel. The videotapes will be stored for a period of five years and will be erased at that point.

We do not anticipate any risk to this study greater than normal life, and we anticipate that the results will be used to inform and improve future training for the CCOC program. The results of this study will be used for a student thesis, and may be used for a scholarly report, a journal article and/or conference presentation. In any publication or public presentation pseudonyms will be substituted for any identifying information.

Your participation in this project is completely voluntary, and you are free to withdraw at any time and for any reason without penalty. Your decision to participate, decline, or withdraw from participation will have no effect on your grades at, status at, or future relations with, the University of Illinois.

I am 18 years of age or older. I have read and understand the above information and voluntarily agree to participate in the research project described above. I have been given a copy of this consent form.

_____   _____
Signature   Date

I agree to be audiotaped for the purposes of this study.

UNIVERSITY OF ILLINOIS
APPROVED CONSENT
VALID UNTIL

OCT - 1 2009

_____   _____
Signature   Date

Please contact Gail Rooney or Bernadette So with any questions, or concerns about the research at 217-333-0820 or via email at grooney@uiuc.edu or bernaso@uiuc.edu. You may also contact Gail Rooney or Bernadette So if you feel you have been injured or harmed by this research. If you have any questions about your rights as a participant in this study, please contact the University of Illinois Institutional Review Board at 217-333-2670 or via email at irb@illinois.edu.

Career Planning • *telephone* 217-333-0820 • *fax* 217-333-9615
Grad/Professional School • *telephone* 217-333-7079 • *fax* 217-333-0122

Appendix J. Script to describe consent procedures to front desk staff

This week, the Career Consultant on Call program will be studied. Since the CCOCs meet with students in the Resource Center, I'm asking for your help. Students who meet with CCOCs will be asked to participate in the study. The CCOCs will be videotaped, but students who agree to participate will only have their voices recorded. Students do NOT have to participate in this study—it is their decision as to whether or not they participate, and you will want to remind them that the service they get from the CCOC will be the same either way. You'll see that I've given you a script to read, which explains to the student what their participation involves, and also lets you know what to do if the student decides to participate, and what to do if the student decides not to participate.

If the student doesn't want to be a part of the study, let the CCOC know that he/she will meet with the student in a different part of the Resource Center. Now, if the student does agree to participate, you will give them a consent form to read and sign. Make sure to give the student enough time to read the form. After the student has read and signed the form, take that consent form and make sure that you give the student a copy for him/her to keep. There may be times that a student is okay with being a part of the study, but doesn't feel the need to take the copy of the form. Make sure they take a copy—you could say something like, "take the form anyway, because it does have contact information just in case you have any questions later on."

If any students have questions about the study while you're reading the script, while they're reading the consent form, or at any point, you should not answer these questions. Instead, let the student know that you will get one of the staff members who can answer his/her questions. Ask the student to wait and find one of the staff members (Gail, Bernadette, Damian, Greg, Imants, Jenna, Katie, Keri, Margaret, Julia, or Sean) who will answer the questions for the student.

Appendix K. Script used by front desk staff to request consent from students entering The Career Center

Hi, my name is "_____," and I am a staff member at The Career Center. This week, the center is taking a closer look at how the Career Consultant on Call program works, so that we can evaluate the service and see if we need to make any improvements. What this means is that the Career Consultant on Call will be videotaped, and if you decide to participate, only your voice will be recorded. All information that you discuss will only be shared with the individuals who are conducting this study, and in any other reports, any personally identifying information will be replaced. Whether you decide to participate or not will have no impact on the service you receive.

If this is acceptable to you, please read this consent form and sign it. (Please ensure that the student is 18 years of age or older—otherwise, do not let the student meet with the CCOC in the videotaped area. Please make sure that the student has read through the entire form before signing, and give the student a copy of the consent form).

If you do not wish to participate, you will meet with the Career Consultant on Call in another area of the center. (Please have the CCOC meet with the student in another area of the Resource Center.)

Appendix L. Eastern Illinois University correspondence regarding IRB Authorization Agreement with the University of Illinois at Urbana-Champaign

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Panthermail Collaboration Suite   bsogoodlin@eiu.edu

RE: EIU IRB Application Status   Thursday, September 11, 2008 2:27:15 PM

From: casiddens@eiu.edu

  To: bsogoodlin@eiu.edu

Bernadette,

The IRB Authorization Agreement between EIU and the U of I for your CCOC
Evaluation study is in place.
The U of I IRB will provide initial and continuing review and oversight
of your study; therefore, the EIU IRB will not conduct a review. The U
of I will provide us with any documentation concerning your study (such
as an approval letter) at our request.
You should address all future IRB matters for this study with the U of
I; however, I would be happy to answer any questions or concerns you may
have.

Good luck with your research!
Cheryl

****
Cheryl A. Siddens
Compliance Coordinator
Office of Research and Sponsored Programs
1102 Blair Hall
Eastern Illinois University
600 Lincoln Ave.
Charleston, IL 61920-3099
Phone: 217-581-8576
Fax: 217-581-7181
E-mail: casiddens@eiu.edu

-----Original Message-----
From: Bernadette So [mailto:bsogoodlin@eiu.edu]
Sent: Tuesday, September 02, 2008 3:47 PM
To: Siddens, Cheryl A.
Subject: Re: EIU IRB Application Status

Cheryl,

Thank you for the email. I am currently working through my pre-review
with the Illinois IRB office, and I'm glad to hear that the processes
between the two institutions will be coordinated--I appreciate it!

Bernadette

----- Original Message -----
From: Cheryl A. Siddens <casiddens@eiu.edu>
To: Bernadette So <bsogoodlin@eiu.edu>
Sent: Tue, 2 Sep 2008 14:09:07 -0500 (CDT)
Subject: EIU IRB Application Status

Bernadette,

I just wanted to let you know that I have spoken with the IRB office at
the U of I, and we are in the process of arranging an IRB authorization
agreement for your CCOC Evaluation study.

Under this agreement, the EIU IRB will defer initial and continuing
review and oversight of your study to the U of I IRB.

It is my understanding that you will receive approval to begin your

study after review and approval by the U of I IRB AND when the agreement
between EIU and the U of I has been finalized. I will keep you informed
of the status, as far as EIU's part is concerned.

If you have any questions or concerns, please let me know.

Cheryl

)+#**)*#*#)*#**)**#)**#)

Cheryl A. Siddens

Compliance Coordinator

Office of Research and Sponsored Programs

Eastern Illinois University

600 Lincoln Ave.

Charleston, IL 61920-3099

Phone: 217-581-8576

Fax: 217-581-7181

E-mail: casiddens@eiu.edu <mailto:cscas3@eiu.edu>

Appendix M. IRB approval letter from the University of Illinois at Urbana-Champaign, October 2008

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Vice Chancellor for Research

Institutional Review Board
528 East Green Street
Suite 203
Champaign, IL 61820

October 10, 2008

Gail Rooney
The Career Center
715 S Wright
M/C 383

RE:　　*Career Consultant on Call Evaluation*
　　　　IRB Protocol Number: 09083

Dear Gail:

Your response to stipulations for the project entitled *Career Consultant on Call Evaluation* has satisfactorily addressed the concerns of the UIUC Institutional Review Board (IRB) and you are now free to proceed with the human subjects protocol. The UIUC IRB approved, by expedited review, the protocol as described in your IRB-1 application with stipulated changes. The expiration date for this protocol, UIUC number 09083, is 10/01/2009. The risk designation applied to your project is *no more than minimal risk*. Certification of approval is available upon request.

Copies of the enclosed date-stamped consent form(s) must be used in obtaining informed consent. If there is a need to revise or alter the consent forms, please submit the revised form(s) for IRB review, approval, and date-stamping prior to use.

Under applicable regulations, no changes to procedures involving human subjects may be made without prior IRB review and approval. The regulations also require that you promptly notify the IRB of any problems involving human subjects, including unanticipated side effects, adverse reactions, and any injuries or complications that arise during the project.

If you have any questions about the IRB process, or if you need assistance at any time, please feel free to contact me or the IRB Office, or visit our Web site at http://www.irb.uiuc.edu.

Sincerely,

Sue Keehn, Director, Institutional Review Board

Enclosure(s)

c:　Bernadette Grace So-Goodlin
　　Cheryl A. Siddens

telephone 217-333-2670 • fax 217-333-0405 • email IRB@uiuc.edu

Appendix N. IRB approval letter from the University of Illinois at Urbana-Champaign, December 2008

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Vice Chancellor for Research
Institutional Review Board
528 East Green Street
Suite 203
Champaign, IL 61820

December 9, 2008

Gail Rooney
The Career Center
Arcade Bldg
M/C 383

RE: *Career Consultant on Call Evaluation*
        IRB Protocol Number: 09083

Dear Gail:

Thank you very much for forwarding the modifications to the University of Illinois at Urbana-Champaign Institutional Review Board (IRB) office for your project entitled *Career Consultant on Call Evaluation.* I will officially note for the record that these minor modifications to the original project, as noted in your correspondence received December 1, 2008 and December 5, 2008, adding additional consent form for participants wishing to participate, but not to be video taped as part of the study, so only their self-assessment data will be included as part of the study, and modifying the open ended questions in the CCOC self-assessment to obtain additional information about the graduate assistants' experiences throughout the semester, have been approved. The expiration date for this IRB protocol, UIUC number 09083, is 10/01/2009. The risk designation applied to your project is *no more than minimal risk.*

As your modifications involved adding an additional consent form, I am enclosing the added form with date-stamp approval. Please note that copies of date-stamped consent forms must be used in obtaining informed consent. If modification of the consent form is needed, please submit the revised consent form for IRB review and approval. Upon approval, a date-stamped copy will be returned to you for your use.

Please note that additional modifications to your project need to be submitted to the IRB for review and approval before the modifications are initiated. To submit modifications to your protocol, please complete the IRB Research Amendment Form (see http://www.irb.uiuc.edu/forms/amendment.asp). Unless modifications are made to this project, no further submittals are required to the IRB.

We appreciate your conscientious adherence to the requirements of human subject research. If you have any questions about the IRB process, or if you need assistance at any time, please feel free to contact me or the IRB Office, or visit our Web site at http://www.irb.uiuc.edu.

Sincerely,

Sue Keehn, Director, Institutional Review Board

Enclosure

c: Bernadette Grace So-Goodlin

telephone 217-333-2670 • fax 217-333-0405 • email IRB@illinois.edu

Appendix O. IRB approval letter from the University of Illinois at Urbana-Champaign, June 2009

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Vice Chancellor for Research

Institutional Review Board
528 East Green Street
Suite 203
Champaign, IL 61820

June 26, 2009

Gail Rooney
The Career Center
Arcade Bldg
715 S Wright St
M/C 383

RE: *Career Consultant on Call Evaluation*
        IRB Protocol Number: 09083

Dear Gail:

Thank you very much for forwarding the modifications to the University of Illinois at Urbana-Champaign Institutional Review Board (IRB) office for your project entitled *Career Consultant on Call Evaluation*. I will officially note for the record that these minor modifications to the original project, as noted in your correspondence received June 15, 2009: adding student survey to offer feedback on CCOC services; changing procedures so only Dr. So evaluates video clips rather than a group of raters; and sharing de-identified data with Dr. Hill and Dr. Lent at the University of Maryland, have been approved. The expiration date for this IRB protocol, UIUC number 09083, is 10/01/2009. The risk designation applied to your project is *no more than minimal risk*.

Please note that additional modifications to your project need to be submitted to the IRB for review and approval before the modifications are initiated. To submit modifications to your protocol, please complete the IRB Research Amendment Form (see http://irb.illinois.edu/?q=forms-and-instructions/research-amendments.html). Unless modifications are made to this project, no further submittals are required to the IRB.

We appreciate your conscientious adherence to the requirements of human subjects research. If you have any questions about the IRB process, or if you need assistance at any time, please feel free to contact me or the IRB Office, or visit our website at http://www.irb.illinois.edu.

Sincerely,

Sue Keehn, Director, Institutional Review Board

c: Bernadette So

telephone (217) 333-2670 • *fax* (217) 333-0405 • *email* IRB@illinois.edu

Appendix P. Fall 2008 CCOC Orientation Schedule (outline of two-day intensive training)

Fall 2008 CCOC Orientation Schedule

Monday, August 18

Time	Event	Presenter(s)
9:00am – 10:00am	CCOC Overview – *What is CCOC, Vision for CCOC, Overview of Training*	Margaret & Sean
10:00am – 12:00pm	Staff Introduction – *Gail's vision for the year, Meet the Staff*	Gail & CCOC Staff
Noon	Lunch /w Staff	
1:00pm – 3:00pm	CCOC & Theory – *CIP(readiness model, pyramid), Coaching(concept, questions)*	Margaret
3:00pm – 3:30pm	Break	
3:30pm – 5:00pm	TCC Resource Center & Website	Jenna

Tuesday, August 19

Time	Event	Presenter(s)
9:00am – 11:00 am	Basic interpersonal skills, role play	Sean
11:00am – 12:00pm	Parameters of CCOC, Ethics and Confidentiality, How to make referrals, What to do when you don't know the answer – Process vs. Answer, Listen + refer, Dealing with your own emotional response, Using Action plans	Margaret
Noon	Lunch	
1:00pm – 3:00pm	Resume Critiques – touch on Optimal Resume	Katie
3:00pm – 3:30pm	Break	
3:30pm – 5:00pm	Cover Letter Critiques	Kari

Appendix Q. Department thesis proposal approval form

Approval of Thesis Proposal

Name Bernadette So-Goodlin

SS#/Banner ID E12095212

Title of Thesis

Evaluation of the use of microskills in the Career Consultant on Call

program

The thesis project is to be conducted in the manner described in the proposal with the following exception and/or conditions:

Approval with modifications detailed on the

attached sheet.

June 9, 2008

Date of Approval

Chairperson, Thesis Committee

Member, Thesis Committee

Member, Thesis Committee

(Attached sheet to Approval of Thesis Proposal)

→ greater to resource to image

6/9/08 committee meeting

customer service issues in Resource Center] offer more of story

− 1 wk scheduling

outside person to rate mgmt competencies?

− self-efficacy vs competence (distinguish btwn these to make sure that reporting on correct measure)

webcam only shooting GA − will this get around IRB?

− pick time that was busy

→ microskill eval rating/rubric

see if there's one to use that has been done (pull from lit)

talk to Sean + Margaret re: developing rubric

do microskills correlate w/customer satisfaction?

→ papers to support (people on receiving end of microskills are more satisfied)

Microskills study

1 secret shopper   2. webcams to look at GA
− reaction on both sides   − effectiveness

looking at customer satisfaction or learning outcomes?

→ one week
webcam study   2 timepoints: one early, training in btwn, one late

give students satisfaction surveys to see how the interaction went

develop more of lit review in microskills

microtraining.com/org   Ivey + Ivey website

microskills in settings outside of counseling setting (paraprofessionals, teaching, medicine)

student b/c voice is there, will prob. need consent

→ Chapter 1 ~~intro~~/intro

rewrite proposal as chapters ⟋   2 lit review
                                    3 methodology
                                    − include timeline

develop microskills rubric
microskills self-assessment initially (based on rubric)
September (time point 1), November (time point 2)
learning outcomes at end semester

→ rubrics

develop rubric and have indiv. rate based on rubric

Next Steps   methodology section, develop instruments
            IRB   satisfaction survey (connect to CCOC)