

Next Steps at Vanderbilt University

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# STUDENT PERSPECTIVES ON CAREER DEVELOPMENT

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VANDERBILT



UNIVERSITY

# TODAY'S AGENDA

- Introduce Next Steps, Alex, and Daniel
- Deliver an overview of Next Steps at Vanderbilt's career development scope and sequence
- Share examples of implementing each area of the scope and sequence
- Provide student input on their thoughts and perspectives of Next Steps' career development initiatives

**Our goal is to provide you with ideas on career development initiatives that you can take back with you and incorporate into your programming.**

# NEXT STEPS AT VANDERBILT

- Next Steps at Vanderbilt is a 4-year inclusive higher education program committed to providing students with intellectual disability an inclusive, transformational postsecondary education in academics, social and career development, and independent living, while honoring equality, compassion, and excellence in all endeavors.
- Next Steps at Vanderbilt will have its 10-year anniversary in 2020, celebrating 35 alumni.
- Of those 35 alumni, 91% are employed in the community.



# INTRODUCING ALEX ZARABI



- **Class of 2020**
- **Career Development Placements:**
  - Bill Wilkerson Center
  - Vanderbilt Men's Basketball Team
  - Vanderbilt Recreation and Wellness Center
  - Green Hills YMCA
  - Belmont University's Athletic Training Department – Baseball
  - Veteran's Affairs Hospital
- **Career Goals:**
  - My career goals are to have a full-time job working in the sports field or in a hospital setting. I want an active job where I help people.

# INTRODUCING DANIEL BRAWNER



- **Class of 2020**
- **Career Development Placements:**
  - Vanderbilt Hill Center - IT
  - Vanderbilt Post Office
  - Vanderbilt Plant Operations
  - SmileDirectClub – IT Department
  - Home Depot
- **Career Goals:**
  - My career goals are to find a full-time job upon completing the Next Steps Program. I want an active job where I get to be on my feet most of the day.

# SCOPE AND SEQUENCE FOUNDATION

## **Program Goal:**

Next Steps at Vanderbilt's career development program of study supports students in developing the skills, experiences and supports necessary for a successful transition into their communities with greater social and economic inclusion upon graduation.

Upon completion, students will have:

- a) Identified a career area of interest related to their skills
- b) Developed a resume of varied work experience
- c) Developed and practiced workplace skills
- d) Accrued paid work experience.



# SCOPE AND SEQUENCE FOUNDATION

- The scope and sequence aligns with the following:
  - Foundational Skills for College and Career Learning Plan from Think College
  - Self-Determination principles from the Developmental Disabilities Assistance and Bill of Rights Amendments of 2000 Act
  - Career Readiness Competencies from The National Association of Colleges and Employers



# CAREER DEVELOPMENT SCOPE AND SEQUENCE

## Career Exploration

- Career awareness and discovery of interests
- Development of employability skills: professional workplace conduct, soft skills, self-advocacy
- Exploration of at least two career fields
- Begin developing transferable job skills

## Internships

- Identifying career interests
- Increased independence in employability skills
- Developing transferable job skills

## Employment

- Defined career goals
- Strong employability skills
- Refining transferable job skills in desired career field
- Strengthen self-advocacy skills and professionalism



# CAREER DEVELOPMENT SCOPE AND SEQUENCE

Semester	Programming
Year One, Semester 1	Career Exploration [2 hours/week] Career Center Workshops Career and Community Studies Courses
Year One, Semester 2	University Internships [2-4 hours/week] Career and Community Studies Courses
Year Two	University Internships [6-8 hours/week] Career and Community Studies Courses
Year Three	Community Employment [8-10 hours/week] Career Development Seminar Potential Experiential Seminar on Jobs
Year Four	Community Employment [15-20 hours/week] Career Development Seminar Potential Experiential Seminar on Jobs

# CUSTOMIZED EMPLOYMENT

“Customized employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualized determination of the **strengths, needs, and interests of the person with a disability**, and is also designed to **meet the specific needs of the employer.**”

Aptitude +  
Interest +  
Job Market =  
Meaningful  
Employment

Through career exploration initiatives and internship/job placements, students continuously develop an understanding of their workplace preferences, interests, and strengths in order to advocate for themselves during the customized employment meetings.

# CUSTOMIZED EMPLOYMENT

"I like having these meetings each semester because I like seeing what I have accomplished and achieved when talking about my work experiences and skills. It shows me the jobs that I am interested in. At my meeting last month, I did all the talking and advocated for what I want in a job. I feel proud and happy to advocate for what I want."

## Customized Employment Meeting

Alex Zarabi

10/22/19

<b>Dreams/Goals</b> Work with sports teams Helping role Full-time/benefits Networking in sports realm	<b>Interests</b> Sports: basketball, baseball, football, soccer Working in a hospital: patients (take to where they need to go, talk to them) Team environment
<b>Values</b> Active role Friendly coworkers Being nice Making people smile	<b>Dislikes</b> Personal care/nursing tasks Working by myself or alone
<b>Positive Personality Traits</b> Positive Hardworking Kind Friendly Responsible Motivated Takes initiative Quick learner	<b>Talents, Skills, Knowledge</b> Quick learner Sports knowledge: equipment, rules of game, different situations in games, running drills, coaching Being prepared Working with young kids Setting up for games/events with youth sports Helping at kids' events
<b>Environmental Preferences</b> In/part of the scene Active Team/Friendly environment	<b>What I enjoyed the most from my work experiences:</b> VA – interacting with patients, making friends with coworkers, learning the hospital, helping others Baseball/basketball – getting to know the team, setting up drills YMCA – getting to know people Bill Wilkerson/Youth Sports – interacting with kids
<b>Transportation</b> Drive independently 10-15 min. from campus/home	<b>Hours/Schedule</b> 15-20 hours Open to any times
<b>Tasks I would like to do</b> <ul style="list-style-type: none"> <li>Sports: setting up equipment, giving players what they need, helping at practices games (open to working with any age level – college preferred)</li> <li>Hospital: Transporting patients, talking with patients</li> </ul>	
<b>Ideas of Places</b> <ul style="list-style-type: none"> <li><b>Sports:</b> <ul style="list-style-type: none"> <li>Vanderbilt/other colleges</li> <li>High schools – MBA, FRA, Ensworth</li> </ul> </li> <li><b>Hospital:</b> <ul style="list-style-type: none"> <li>Look into patient transport, equipment transport, or nutrition services (delivering patients their meals to their rooms)</li> <li>VUMC, St. Thomas, Centennial</li> </ul> </li> </ul>	
Would be open to two placements, one in sports and one in a hospital setting, in order to keep both options open for when he graduates.	

# CAREER EXPLORATION



Students complete career exploration activities in order to:

- Gain exposure to and awareness of various career fields and workplace environments
- Reflect, compare, and contrast job types and environments
- Define career interests and workplace preferences
- Practice informed decision-making and self-advocacy skills
- Increase soft skills prior to more immersive workplace experiences

# CAREER EXPLORATION

## **Job Shadowing:**

1-hour visits to 10 jobsites on-campus.

1 day/week of the 1<sup>st</sup> semester.

2 students go with 1 job coach to a jobsite.

Job coach helps facilitate the tour and an informational interview with the site.

Students complete a reflection after visiting the site.



## **Industry Tours:**

Visits to 6 jobsites off-campus.

Students go together as one group with 2-3 staff/job coaches.

Typically last 1-2 hours and allow time to tour the site and ask questions.

Students complete a reflection after visiting the site.

# CAREER EXPLORATION

## Job Shadowing Rotations: Mondays at 8:30am

Plant Operations - Architecture and Construction

Bill Wilkerson Center - Human Services

VUPD/Parking - Law, Public Safety, Security and Transportation

Science Labs - Science, Technology, Engineering, Math

Commons Munchie Mart - Marketing, Sales, and Service

Owen School of Business - Business Management and Administration

Ingram Art Studios - Arts, AV, Technology, Communication

Hill Center IT - Information Technology

Susan Gray School - Education and Training

## Industry Tours: Friday Afternoons

Old School Farms - Agriculture and Natural Resources\*

Holiday Inn at Vanderbilt - Hospitality and Tourism

Vanderbilt Medical Center - Health Sciences

TN Bank and Trust - Finance

Nissan North America - Manufacturing

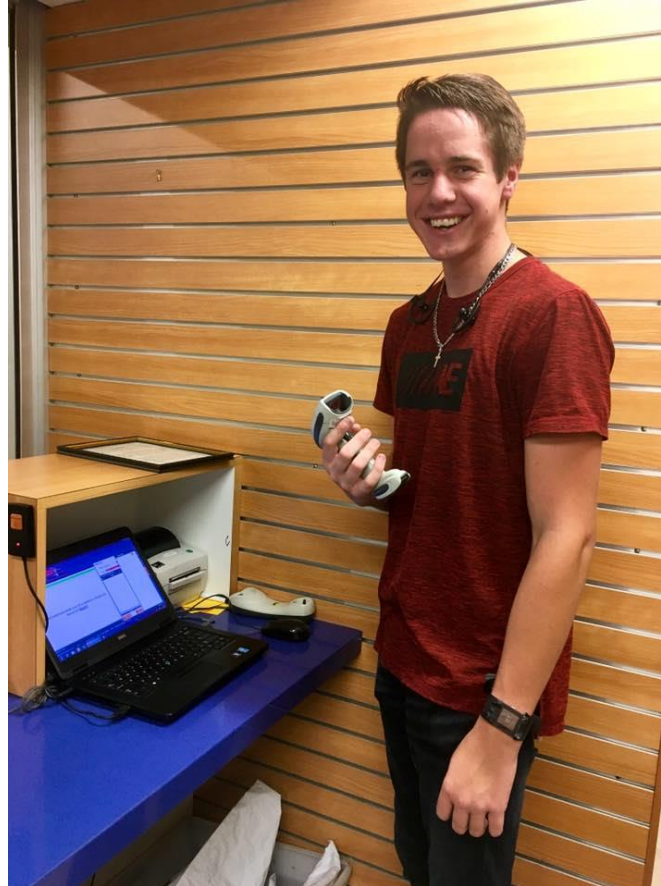
TN State Capitol - Government and Public Relations

[Career Exploration Reflection Form](#)



# CAREER EXPLORATION

"When I went on the job shadows my freshman year, I was excited and intrigued by the opportunities out there. I started to find out what I was really interested in. That lead me to the jobs I work at today. I really liked seeing the Plant Operations and Hill Center, and I went on to intern at both."



"The industry tours were very interesting. They were very informative and helpful. My favorite industry tour was visiting the Holiday Inn. I liked learning about creativity in the roles and about roles where you talking with people."

Andre Carter, Class of 2022





# CAREER CENTER WORKSHOPS

Students have access to the Vanderbilt Career Center throughout their 4-years on-campus. They begin accessing the career center their first-year through group workshops which include:

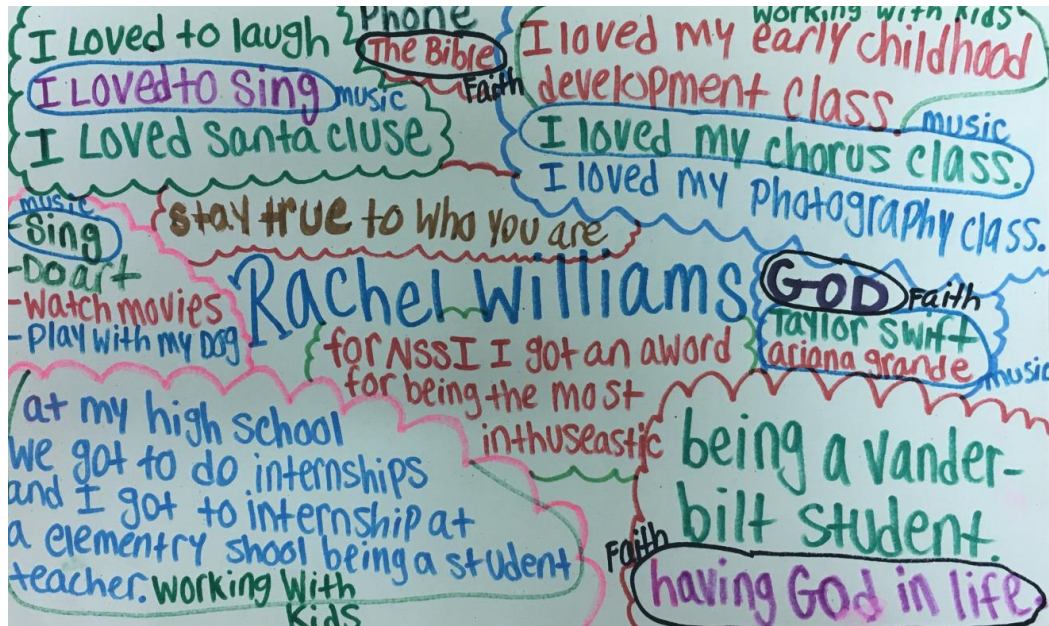
**Wandering Maps:** The Wandering Map, from D. Katharine Brooks' *You Majored in What? Designing Your Path from College to Career*, is a tool to help students brainstorm new ways of viewing and understanding their past experiences, look at creative connections between those events, and create a powerful vision for the future.

**Vision Boards:** Vision Boards are a visual thinking exercise to help students review exploration experiences and define interests. The exercise uses pictures, words, clippings, drawing, and any other type of visual cue to express a career vision.

**Informational Interviews:** Informational Interviews help students learn more about career fields through one-on-one interviews with a representatives from career fields.

**Elevator Speeches:** Elevator Speeches are a tool used to help students communicates their skills, strengths, and career goals to prospective employers. Students develop an elevator speech, edit, and refine with career advisor from the VU Career Center.

# CAREER CENTER WORKSHOPS



“Making the wandering map helps you know your skills and likes and dislikes. It helps you know where you would like to work. My three themes were faith, music, and kids. My goal is to become a kindergarten teacher.”

Rachel Williams, Class of 2023



"I like patient care and working with people with disabilities. The pictures on my poster are all the things I like."

Shelly Berry, Class of 2021





# CAREER EXPLORATION WORKSHOPS



"It is helpful to go to the career center workshops or get resources and help from the coaches. Last year the career center helped me update my resume and now it looks really professional."



# INTERNSHIPS AND EMPLOYMENT PLACEMENTS



Through internship and employment experiences students:

- Explore, discover, and build a career path
- Build and further develop transferable skills
- Build on previous experiences
- Discover their strengths and find opportunities that align with their skills
- Develop workplace independence
- Intern or work in meaningful roles within companies that have a need for an intern or employee



# UNIVERSITY INTERNSHIPS

- Allow for continued exploration of career fields
- Opportunity for a student to develop skills related to a specific career
- Good introduction to a new job or career field of interest for a student
- Paid or unpaid – depending on the site
- Partner with over 40 different areas on campus to create inclusive internship sites



# UNIVERSITY INTERNSHIPS



"I interned on campus with the post office, IT center, and plant operations. I liked plant operations best because I got to move around my whole day and use equipment. Getting to use tools at plant operations helped me realize that I enjoy jobs where I get to work with tools."



"I interned on campus with the basketball team, Bill Wilkerson Center, and the rec. center. I enjoyed working with the basketball team the best because I became close with the team. I learned that working as a part of team is really important to me."

# COMMUNITY EMPLOYMENT

- Placements for students with previous experiences in a job or career field
- May require knowledge and experience with specific tasks
- May be an established role or a role created specifically for the student
- Paid roles within a company
- Partnered with over 45 companies in the community over the past 10 years





# COMMUNITY EMPLOYMENT



"I worked in the community at SmileDirectClub and Home Depot. I learned that SmileDirectClub was not the best fit for me because it was not as active of a job. I enjoy working at Home Depot because I am on my feet all day and I get to use tools."



"I worked at the YMCA, with the Belmont Baseball team, and at the Veteran's Affairs Hospital. I enjoy working at the VA Hospital because I have become close with all my coworkers. I transport patients to where they need to be, and I really enjoy helping people."

# JOB COACHING SUPPORTS

At both internship and employment placements, job coaches:

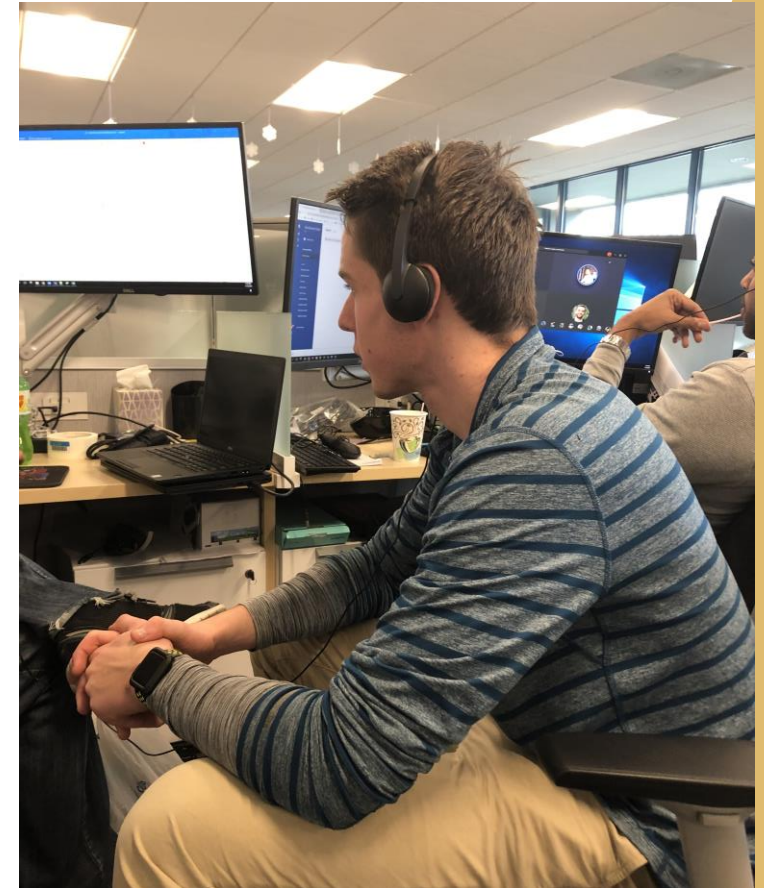
- Meet with students before a placement begins to develop goals.
- Provide personalized support based on student's skills and the workplace.
- Serve as a communication liaison between supervisor, Next Steps staff, and student.
- Document student's skills through pictures and videos.
- Transfer to natural supports at the workplace.
- Complete weekly evaluations on time management, professionalism, self-advocacy, and taking initiative.
- Complete mid and end-of-semester evaluations with the student reflecting on skills and goals.

# JOB COACHING SUPPORTS



"Having a job coach has helped me learn how to stay focused and on-task. I feel I have improved greatly at my ability to stay focused."

"Each semester I meet with my job coach to plan out goals to work on at my internship. This semester my goals were to get my forklift license, work on improving a relationship with one of my coworkers and learn new departments. My job coach meets with me and checks-in to see how I am doing on my goals. I like the fact that my job coach cares about me and my success."



# CAREER AND COMMUNITY STUDIES COURSES

- Students complete four Career and Community Studies Courses throughout their first two years in order to gain foundational knowledge of career development through classroom instruction and project-based learning.
- These courses include:
  - Foundations of Career Development
  - Steps Toward Employment
  - Integrating Technology into the Workplace
  - Preparing for the Workforce

# CAREER AND COMMUNITY STUDIES COURSES

## Foundations of Career Development

- Self-Determination Inventory Self Report
- Email and Microsoft office skills
- Using O\*Net and career inventory assessments to explore jobs
- Developing resume
- Developing a one-page profile

## Steps Toward Employment

- Matching likes, dislikes, skills and challenges to jobs and careers
- Introduction on how to apply for work, prepare for an interview and develop an elevator pitch
- Professionalism: time management, dress, and communication
- S.M.A.R.T. goals related to employment



# CAREER AND COMMUNITY STUDIES COURSES


## CCS 220: Integrating Technology into Career Development

- Developing career objectives on resumes
- Developing an electronic employment portfolio
- Using O\*Net more in depth
- S.M.A.R.T. goals and employment action plans
- Further employment/job search skills
- Microsoft Excel

## CCS 223: Preparing for the Workforce

- Deeper understanding of professionalism
- Advocacy in the workplace: disclosure, accommodations, modifications
- Importance of accepting direction and constructive feedback
- Tennessee College of Applied Technology certification programs
- Attending career fairs
- Job searching and networking
- Completing job applications
- Updating all employment documents

# CAREER AND COMMUNITY STUDIES COURSES

Alex Zarabi		
<b>Skills I bring to a job:</b> <ul style="list-style-type: none"><li>• Knowledge of athletic rules and procedures</li><li>• Organizing</li><li>• Customer Service</li><li>• Reliability</li><li>• Diligent worker</li><li>• Respectful</li><li>• Team player</li><li>• Experience working with young children</li><li>• Basic computer skills</li><li>• Scanning and Xeroxing</li></ul>		<b>Valuable support for me at work:</b> <ul style="list-style-type: none"><li>• Knowing things ahead of time</li><li>• Having a schedule</li><li>• Specific directions</li><li>• A checklist or task list</li><li>• Having someone I can ask questions to if I do not understand</li><li>• I learn best when someone models how to do something first</li></ul>
<b>Words that best describe me:</b> Hardworking, Optimistic, Kind, Positive Attitude, Sense of Humor, Caring, Compassionate		

"The CCS career courses were good because they helped introduce career skills. I liked learning about what career fields match my skills and interests. I also liked making my resume, one-page profile and online employment profile."

## ALEX ZARABI

Nashville, TN 37205 · (615) 406-3306  
[Alexander.I.Zarabi@vanderbilt.edu](mailto:Alexander.I.Zarabi@vanderbilt.edu)

Interested in helping others and assisting departments to run effectively. Motivated, hardworking Vanderbilt student enrolled in the Next Steps Program.

### EXPERIENCE

- VETERAN'S AFFAIRS HOSPITAL, PATIENT TRANSPORTER** AUG. 2019 - PRESENT
- Transporting the patients to the correct locations for treatment before and after surgery.
  - Listening to supervisor for instructions about picking up the correct patient.
- BELMONT BASEBALL TEAM, INTERN** JAN. 2019 - APR. 2019
- Helped the athletes on the baseball team and assisting the athletic trainer.
  - Filled up water bottles for the team during practice.
- GREEN HILLS NASHVILLE YMCA, FLOOR ATTENDENT** AUG. 2018 - DEC. 2018
- Welcomed guests and attended to the front entrance of the YMCA.
  - Organized the equipment and cleaned the yoga mats.
- VANDERBILT RECREATION CENTER, INTERN** JAN. 2018 - APR. 2018
- Managed replacing towels and maintained dryer lines.
  - Sanitized machines and equipment and organized equipment.
- VANDERBILT MEN'S BASKETBALL, INTERN** AUG. 2016 - DEC. 2017
- Refilled the water bottles and rebounded the basketball for the players.
  - Provided overall support to the team.
- MAMA LERE SCHOOL, CLASSROOM ASSISTANT** JAN. 2017 - APR. 2017
- Prepared clothes and classroom materials for lead teachers.
  - Supervised children and monitored how they socialized.

### EDUCATION

- VANDERBILT UNIVERSITY, NEXT STEPS PROGRAM** AUG. 2016 - PRESENT
- INDEPENDENCE HIGH SCHOOL, CLASS OF 2016** AUG. 2012 - MAY 2016

### PROFESSIONAL REFERENCES

**PAUL TOBIAS**, DEPT. OF VETERANS AFFAIRS  
VOLUNTARY SERVICE ASSISTANT  
[PAUL.TOBIAS@VA.GOV](mailto:PAUL.TOBIAS@VA.GOV)  
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**NIMA RAKHSHA**, VANDERBILT RECREATION  
ASSISTANT DIRECTOR OF REC. CENTER  
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(615) 343-1538



# CAREER DEVELOPMENT SEMINAR

During years three and four, students meet weekly as a cohort and participate in discussion-based seminar sessions to:

- Gain a deeper understanding of their preferred employment conditions
- Demonstrate more independence in the job search, application, networking, and interviewing processes
- Identify and complete steps towards additional supports or certifications needed to further their career interests
- Research and utilize career advancement and professional development resources: websites, podcasts, webinars, trainings, etc.
- Reflect on problem-solving strategies as they relate to their workplaces
- Discuss ways to demonstrate leadership and collaboration skills in the workplace

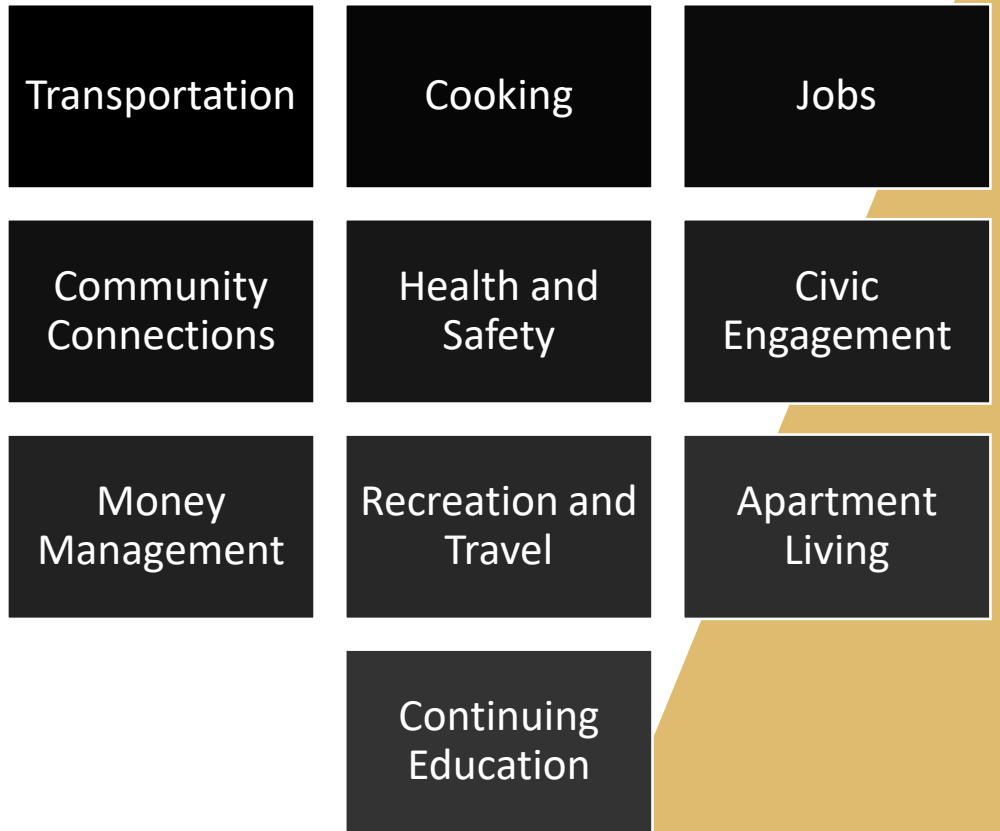
# CAREER DEVELOPMENT SEMINAR



"I like to hear about how my peer's weeks are going. I enjoyed reviewing about career fairs and attending one during our junior year seminar. I liked talking to people at the career fair even though it was nerve-racking. Working on career skills is part of being here in the program."

# EXPERIENTIAL SEMINARS

- During years three and four, students self-direct one Career and Community Independent Study each semester
- Students deepen their knowledge of a skill or set of skills
- Students develop generalized skills like collaboration, organization, and planning
- Students work independently on their skill and meet weekly as a cohort to share progress and problem-solve



# EXPERIENTIAL SEMINAR

- Students who have chosen jobs as an experiential seminar can...
  - Focus on general career skills like job searching, networking skills, disclosure and asking for accommodations, etc. OR
  - Focus on more specific industry standards like video production skills, project management skills, data entry, etc.

# EXPERIENTIAL SEMINAR

"Doing the experiential seminar on jobs helped me learn more about finding jobs in Nashville. It helped me figure out better what I want to do when I finish at Vanderbilt. I liked that I had to go out and do something for the assignments because it was good practice on job search, application, and interview skills. I also liked how I worked on my networking skills."

## 6. Asking for an Accommodation

### Preparation


- ☐ **Read:** ADA Information Word document on your Independent Study Brightspace page to find out information on the Americans with Disabilities Act and to learn about what is considered a reasonable accommodation
- ☐ **Watch:** [Asking for Accommodation - World of Work](#)
- ☐ **Think:** about the job description you found Assignment #4 and #5 and the tasks required for the job. Reflect on what accommodations you might need to successfully complete the tasks.
- ☐ **Make:** A list of possible accommodations you would want to include when making the request.

### Assignment

- ☐ **Write:** Using the Accommodation Request Letter Word document on your Independent Study Brightspace page, write a potential letter that you could give to your future supervisor to ask for accommodations in the workplace that you think will be beneficial to you.

# EXPERIENTIAL SEMINAR

“Doing this experiential seminar on video production is helping me at my internship with the video production team at the Nashville Soccer Club. I learned about different software and it helped me learn the software better. I also learned about how to make an online portfolio of work that I can share with employers. I also was able to use O’NET to research the different types of roles in video production. I am most interested in filming and editing.”

 Jack Pipkorn, Class of 2020

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## 6. Video Production Film Project (If you and Corbin are interested, this could be a group project for you to do together.)

### Prep Activities:

- ☐ **Interview videographer:** Meet with a videographer, possible Devin with TN Works, to ask him how he prepares to work with a new client about their video project needs. Take good notes.
- ☐ **Discuss:** talk with your family, friends, and ES tutor to get some ideas of people you could approach to ask them if you could use them, or their work, as a pilot project for your learning about video production.
- ☐ **Recruit a “Client”:** Approach people, small business owner friends, your spiritual community, etc. to find someone that will partner with you to create a short 1-3 min. video. The door is wide open on the topic. Sample ideas: a video about someone’s pet, a ball player showing off their skills, a business owner doing an infomercial about their business, an Ambassadors speaking about their hometown or favorite football team, etc. You should let them know this is only for your educational purposes and it will not be publicly uploaded on the internet or shared with others outside of Next Steps without their permission. It is also important that your “client” understands that this is a learning project for you. The learning you will get to have is far more important than the end video.

### Assignment #6

- ☐ **Client Needs:** Schedule a meeting with your “client” to hear their vision of what they would like to promote in the video. Include information about what and who should be in the video, and their suggestions on the location.
- ☐ **Planning:** After hearing your “clients” ideas and needs, mutually decide on the details of the filming that is doable for you. i.e. date(s), location, what/who will be in the video, the script that will be spoken, etc.
- ☐ **Film:** Complete the filming and attempt the editing of this project. Share the finished product with your “client” and thank them for allowing you to work with them to learn. Upload the video to Brightspace.

# QUESTIONS?

If you have any further questions or would like this PowerPoint and other resources shared with you, please contact:

**Megan Vranicar**

[megan.e.vranicar@vanderbilt.edu](mailto:megan.e.vranicar@vanderbilt.edu)

You can find more information on Next Steps at Vanderbilt at:

<https://peabody.vanderbilt.edu/departments/nextsteps/>