

STUDENT REFLECTION AND GUIDED WORK-BASED LEARNING TOOL: Making My Career Trajectory Plan

On-the-job readiness

Reflection and practice are essential components of your workplace readiness. It will help you recognize your skill set—soft skills, employability skills, career-specific skills—and behaviors important to succeed on the job. This reflection can be done alone or with your peers. For example, sharing and finding similar career interests with others.

Career trajectory

Reflection and experiences in different job roles can help you start to shape your career path. Understanding and knowing where you want to be in the future, can help you define challenging but attainable goals and which activities to engage in to enhance your career and life trajectory. So, this is a critical step to making your career trajectory plan.² This reflection can be achieved with the guidance of a caring adult. For example, a teacher, workplace mentor, or a parent.

Fully guided instruction¹

From reflection to demonstration through fully guided instruction.¹ To be more effective in acquiring the competencies that are consistent with an employer's expectations of your abilities to interact with your workplace mentor, co-workers, and consumers. Combining classroom instruction with real-world practice, is essential for you to gain mastery of essential competencies toward your career.

¹ Clark, R.E., Kirschner, P.A., & Sweller, J. (2012). Putting students on the path to learning: The case for fully guided instruction. *The American Educator*, 36, 6-11.

² CoachHub, (2022). Career trajectory: What it is, the different types & why it matters. <https://www.coachhub.com/blog/career-trajectory-what-it-is-the-different-types-why-it-matters/>

Student's Name _____

Workplace Mentor's Name (Optional) _____

School _____

Workplace Site _____

Date _____

Part 1 Directions: For each question, list any instructional activities that you participated in that reinforced your knowledge of and motivation to pursue a particular career (for example a career in the helping profession). Then write a short reflection on the questions and activities. Finally, write the key words from your reflection and activities that stand out. *See the example to help guide you.*

Questions	Fully guided instructional activities	Reflection	Key word(s) from reflection and activities
<i>When you think of your dream career, what about it inspires you?</i>	<ul style="list-style-type: none"> • Service-learning project • <i>Interviewing professional</i> • On-the-job training w/mentor 	<i>What inspires me is helping people find their inner strengths and solutions to their problems and improve their mental well-being.</i>	<i>Helper; problem-solver; strengths-focused; wellness; exposure to real-world experiences and professionals.</i>
1. If you could do (or be) absolutely anything in the world, what would you choose to do (or be)?			
2. Name a person or professional who you know and admire; what specific quality about them stands out?			
3. Describe a time when you were successful at practicing and demonstrating the ability to help others; how did it make you feel?			
4. What have your teacher(s), worksite mentor(s) or other people said you are really good at?			
5. What has been your BEST moment in life, school or in general and why?			

Part 2 Directions:

1. Start with writing down the career that you see yourself pursuing after high school.
2. Describe 2-3 strengths that you possess to help you plan and advance your career trajectory.
3. Describe 2-3 challenges that you foresee getting in your path.
4. Identify and list competencies (*see possible list of possible competencies below*) that you believe are important for you to acquire or build to be successful.
5. Describe ways that you can put these competencies into practice at your school.
6. Circle the number that best describes you in terms of fully mastering that competency and indicate your completed work-based learning (WBL) hours.
7. Describe what success can look like at your school.

1. The career or profession that I aspire to have is:	
2. My personal strengths related to this career are:	3. Some of the challenges that may prevent me from starting this career path are:

4. A competency I have acquired or strengthened as a result:	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="4" style="padding: 5px;">6. Circle the number that best describes you...</th> </tr> <tr> <th style="padding: 5px;">1 (25-45 hrs.)</th> <th style="padding: 5px;">2 (46-75 hrs.)</th> <th style="padding: 5px;">3 (76-115 hrs.)</th> <th style="padding: 5px;">4 (116+ hrs.)</th> </tr> <tr> <td style="padding: 5px;">With full guidance instruction, demonstration/ practice, and feedback; I can do this right now</td> <td style="padding: 5px;">I need more guidance instruction/ techniques and feedback to build more capacity</td> <td style="padding: 5px;">I need more practice and exposure to work-based training and mentorship guidance</td> <td style="padding: 5px;">I need minimal guidance instruction/ techniques combined with access to reinforce my skill set</td> </tr> <tr> <td style="padding: 5px;">WBL practice hrs. achieved: _____</td> <td style="padding: 5px;">WBL practice hrs. achieved: _____</td> <td style="padding: 5px;">WBL practice hrs. achieved: _____</td> <td style="padding: 5px;">WBL practice hrs. achieved: _____</td> </tr> </table>	6. Circle the number that best describes you...				1 (25-45 hrs.)	2 (46-75 hrs.)	3 (76-115 hrs.)	4 (116+ hrs.)	With full guidance instruction, demonstration/ practice, and feedback; I can do this right now	I need more guidance instruction/ techniques and feedback to build more capacity	I need more practice and exposure to work-based training and mentorship guidance	I need minimal guidance instruction/ techniques combined with access to reinforce my skill set	WBL practice hrs. achieved: _____	WBL practice hrs. achieved: _____	WBL practice hrs. achieved: _____	WBL practice hrs. achieved: _____	7. I am a young community health leader, and I will build my school's capacity by doing...
6. Circle the number that best describes you...																		
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5. I have put this competency into practice at (<i>describe that scenario/situation/ location</i>):																		

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List of examples of competencies (this list is not exhaustive, so feel free to modify and personalize)

1. Define key terms related to mental wellbeing.
2. Identify the difference between risk factors and protective factors.
3. List examples of risk and protective factors related to school.
4. Recognize how cultural assets can function as potential positive/protective factors to overcome risks associated with mental health issues.
5. Illustrate how adverse childhood experiences (ACEs) increases the prevalence of mental health issues.
6. Collect and display real-life examples of risk factors or early signs associated with psychological distress.
7. Demonstrate ability to empathize with others.
8. Demonstrate an ability to listen effectively.
9. Demonstrate an ability to create relationships.
10. Show an ability to use storytelling as a cultural tool to
11. Draw connections on how life events and personal behaviors can lead to increased stress and potential mental health issues.
12. Use community engagement principles and to ensure the strategies are reaching the community at large.
13. Assess the effectiveness of my leadership and advocacy skills in my pursuit of a career in mental health care.
14. Formulate a dissemination plan to prepare and deliver presentations to school personnel and students at the middle and high school levels.
15. Develop strong messaging around youth equity issues related to social, environmental, and economical issues.
16. Design peer-to-peer strategies to help my peers build their self-awareness of risk and protective factors associated with mental wellness.
17. Connect with caring adults (e.g., job mentors, teachers, and parents) to increase understanding and awareness of relevant issues impacting youth.
18. Create student-led activities such as a peer-to-peer support network focused on improving youths' full participation in school and community life.
19. Advocate for open spaces in my school for youth to feel a sense of belonging and connectedness and engage in meaningful conversations.
20. Establish a network of youth mental wellness champions or youth coalition to ensure all activities are youth-initiated and youth-run.

What other competencies would you add that you consider important to acquire and strengthen that is meaningful to better serve people living in your community?

Part 3 Directions: Please answer the following demographic/background questions.

1. What is your gender?
 - Female
 - Male
 - Prefer to self-describe (please specify): _____
 - Prefer not to respond

2. What grade are you in?
 - 9th grade
 - 10th grade
 - 11th grade
 - 12th grade

3. What is your race/ethnicity?
 - African American or Black
 - American Indian or Alaska Native
 - Asian or Pacific Islander
 - Filipino
 - Latino/Hispanic
 - White
 - Other (specify): _____

4. Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Do you consider yourself as a transgender person?
 - No, I am not
 - Yes, I am
 - I'm not sure
 - Prefer not to respond

5. Do you identify as:
 - Straight/heterosexual
 - Gay
 - Lesbian
 - Bisexual
 - Prefer to self-describe (please specify): _____
 - Prefer not to respond

6. Which language do you most frequently use at home with your parent(s)/guardian(s)?

- English
- Spanish
- Tagalog
- Mandarin
- Cantonese
- Farsi
- Hmong
- Vietnamese
- Other (please specify): _____

7. What percentage of people in the neighborhood you grew-up and in the high school you attended were (totals should equal 100%):

	In neighborhood	In high school	At work (if applicable)
<input type="checkbox"/> African American or Black	____%	____%	____%
<input type="checkbox"/> American Indian or Alaska Native	____%	____%	____%
<input type="checkbox"/> Asian or Pacific Islander	____%	____%	____%
<input type="checkbox"/> Filipino	____%	____%	____%
<input type="checkbox"/> Latino/Hispanic	____%	____%	____%
<input type="checkbox"/> White	____%	____%	____%
<input type="checkbox"/> People from the LGBTQ+ community	____%	____%	____%
<input type="checkbox"/> Other (specify): _____	____%	____%	____%

8. How much do you know about the topic of mental health?

- None
- A little
- Some
- A lot

9. What academic degrees are you most interested in pursuing after high school? (Select all that apply.)

- Certificate from a community college
- Associate's degree (approx. 2 years)
- Bachelor's degree (approx. 4-5 years)
- Master's degree (approx. 2 years after a bachelor's degree)
- Professional degree (M.D., Ph.D., etc.) (approx. 5-8 years after a bachelor's degree)
- Other (please specify): _____

10. How much has your participation in this program/project influenced your interest in pursuing the degree(s) you selected in the last question?
- None
 - A little
 - Some
 - A lot
11. Are you thinking of pursuing a career in mental and behavioral healthcare?
- Yes
 - No
12. Which of the following mental and behavioral healthcare jobs are you interested in pursuing? (Select all that apply.)
- Marriage and Family Therapist
 - Mental Health Counselor
 - Psychiatric Nurse
 - Psychiatrist
 - Psychologist
 - Social Worker/Clinical Social Worker
 - Substance Abuse Counselor
 - Other (Please describe): _____
13. Did your experiences during the COVID-19 pandemic cause you to become more interested in pursuing a career in healthcare or mental/behavioral healthcare?
- Yes
 - No
14. When a teacher/mentor gives you clear and detailed (step-by-step) instructions and explanations on an activity that requires you to solve problems, you are more likely to do the work and become good at it.
- Not at all
 - To some extent
 - To a considerable extent
 - To a great extent
15. When a teacher/mentor provides you with feedback on ways that you can improve on tasks related to your on-the-job training, you are more likely to make corrections and learn from it.
- Not at all
 - To some extent
 - To a considerable extent
 - To a great extent