**SPU Internal Grant Interim[[1]](#footnote-1) or Final Grant Report[[2]](#footnote-2)**

**Academic Year & Type of Grant (FRG, SERVE or Innovation)**

**SERVE grant, 2015-16**

**PI Name (and Co-PI’s):**

***Lynette Bikos, Ph.D.,*** Professor, Associate Dean

***Jacqui Smith-Bates, Ed.D.,*** Dean of Student Learning Support Services and Director, Center for Career & Calling

***Patrick McDonald****,* ***Ph.D.****,* Associate Professor of Philosophy, Department of Philosophy

***Karen Altus, M.S.,*** Interim Associate Director, Center for Career & Calling

**Original Title of the Proposal:** Graduate Career Advisors: Expanding opportunities for vocational discernment and career services

The Final Project Report must briefly address the following in 1-2 pages:

1. Summarize the project goals and the activities that took place to meet those goals during the grant period. Note who was involved and if anyone was an SPU student.

*The 2015-16 SERVE grant funded two graduate career advisors (GCAs) in 8-hour/week fellowships (for the 3 traditional academic quarters) for service to the Center for Career and Calling (CCC). In this project we had three central goals. First, we expected the GCAs to expand the service capacity of the CCC. Second, we expected that the GCAs, doctoral students in the SPU Clinical Psychology program, would gain exposure and training to an area of specialization that can be critical to a licensed psychologist, but is not covered their program. Third, a more far-reaching goal was that we would begin a cross-campus working relationship that would contribute to the integration of Christian faith into the science and practice of vocational psychology.*

*With regard to the first goal, once trained, the GCAs held a combined total of 67 career counseling appointments, updated resources for writing personal statements, co-led several topics and graded assignments for GS2001: Major & Career Exploration (2-credit undergraduate course), created new and updated existing course content, assisted with mock interviews and drop-in résumé editing and assisted with events.*

*With regard to the second goal, the GCAs received training directly from two sources. As a faculty member, Lynette Bikos, Ph.D., received 5 credits of load to provide training focusing primarily on the theory and research of career development. Much of that training was also archived into modules (i.e., screencasted lecturettes, lecture notes, and homework assignments/activities) that can be used with future GCAs (or students wanting training in career development) in a more independent study (with check-in with Lynette Bikos) format. Additionally, the GCAs received substantial training on-site at the CCC through direct instruction from Karen Altus, M.S., and through shadowing career counselors during individual sessions and at events. Once trained, the GCAs led career counseling sessions under the observation of the CCC counselors, who then provided feedback and supervision before they began seeing appointments on their own. In addition, Karen met with the GCAs weekly for 30-60 minutes of group supervision. Even in this first year, GCAs were imagining how they might use these skills in their practicum contexts. For example, one GCA had plans to use a career exploration activity in her group of inmates at Monroe Correctional Facility.*

*With regard to the third goal, the GCAs received exposure to the notions of calling and discernment, particularly in the Christian context. Additionally, several events during the year brought together Lynette Bikos (Clinical Psychology) with members of the CCC in training and planning events. Indirectly, another collaboration was formed with Bikos’ research team assisting the analysis of qualitative data from Daniela Geleva’s, Ph.D.’s, community kitchen – another SERVE funded activity (in the Family & Consumer Sciences program) where a goal was to use this service-learning project to facilitate vocational exploration. The collaboration came about through the relationship-building fostered by the GCA SERVE project.*

1. What were the major findings? If there are no findings or completed work at this time, what did you learn from carrying out this project that could be applicable to future scholarly works?

*We learned that the GCAs do provide a valuable, cost-effective, expansion of the services provided by CCC. Simultaneously, we learned that the training time required for the GCAs to be effective service providers is substantial. Specifically, 8 hours per week (particularly when a portion of that was being used for Lynette Bikos’ “career practicum” training) meant that there was a significant lag time before the GCAs could operate independently. In fact, it was the Winter quarter before GCAs felt comfortable providing individual career counseling on their own. Even then, it was for limited topics. Additionally, we learned that if GCA appointments are for only 1 year at a time, the investment in human capital is quickly lost to the CCC. Consequently, the 2016-17 grant was written such that newly hired GCAs commit to a 3-year appointment (reappointment is, in part, depending on quality of performance). Moreover, the hours-per-week are adjusted so that first-year GCAs can be paid for up to 16 hours a week; third-year GCAs can be paid for 8 hours a week. This change in hours accommodates both for (a) early training needs and (b) demands of the doctoral program.*

1. How were or will the results be disseminated (publication, presentation, creative work, etc. – be as specific as possible)? Please add an addendum or link to completed projects or provide a time-line for future dissemination.

*This was a practice/applied grant with no plan for dissemination.*

1. What future scholarly works will be related to this project?

*At present we have no plans for scholarly works that are directly related to the project. However, possibilities exist. For example, we have a desire to evaluate outcomes related to the inclusion of calling/discernment exercises that are integrated into career courses and workshops.*

1. Is there external funding that you would like to pursue with the [Office of Sponsored Programs](http://blog.spu.edu/csfd/external-grantssponsored-programs/)?

*The 2016-2017 SERVE grant we received will fund 3 more years of GCAs. The grant encourages us to use this period of time to seek sustainable funding (with a recommendation that we seek external funding). At this point we have not targeted funders. We welcome assistance from the Office of Sponsored Programs.*

1. Did you run into any problems or difficulties in completing the project? How were these resolved?

*Our initial vision was that the work of the GCAs would be focused on targeted groups of students such as students not admitted to their intended majors, international students, global service-learning/study abroad returnees, and students in the arts and humanities. Because services to these groups requires more advanced training than could be delivered in the 8-hour/week format, because the CCC already had functioning programs for many of these needs, and because GCA availability (due to their academic program commitments) often did not align with the targeted workshops/presentations, we alerted the SERVE program director of our inability on meet this need. Instead, we focused (successfully) on the broader goal of expanding the service capacity of CCC.*

1. If you had student participation – how did participation in this project further their professional goals or vocational understanding?

*As described above, the intent of the program was to use doctoral students as GCAs to provide career services to SPU undergraduate students. In this way, SPU undergraduate students received services directly related to career planning and vocational discernment and the GCAs gained skills relative to this profession.*

1. Faculty with a multiple year grant or asking for an extension or reallocation of their grant monies must complete as much of this form as possible as an interim grant report before multiple year disbursement, extension or reallocation can occur. [↑](#footnote-ref-1)
2. When electronically submitting your report to CSFD, please cc: your chair and/or dean (whomever received your original grant notification). [↑](#footnote-ref-2)