

Preparing Family Science Professionals: A Professional Development Assignment Cluster

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ABSTRACT. Family Science undergraduates face unique challenges in finding and understanding the breadth of employment and educational opportunities within the field. As a discovery degree, students often describe having found Family Science through taking a class and enjoying the topic, resulting in their further pursuit of the field (Hagenbush & Hamon, 2011; Schvaneveldt et al., 2013). This article addresses a series of professional development assignments aligned with National Council on Family Relations (NCFR) Certified Family Life Educator (CFLE) Content area #9 Professional Ethics & Practice. Building resume/CVs, cover letters, and participating in peer reviews and mock interviews help prepare undergraduates for employment in Family Science. Assignment details, rubrics, student feedback, and course objectives are discussed so that others may use this assignment series to prepare future Family Science professionals.

Keywords: professional development, family life education, professional ethics, teaching

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Family Science undergraduates have several challenges related to finding employment and direction within the field. In part, this is because a Family Science degree is primarily a *discovery degree*. Students often describe finding Family Science through taking a class and enjoying the topic, resulting in their further pursuit of the field (Hagenbush & Hamon, 2011; Schvaneveldt et al., 2013). While this discovery process may allow students to immerse themselves in the content without focusing on outcome (e.g., job), it means that students making their ways through degree programs need information on the variety of potential personal and professional opportunities a Family Science degree affords. This degree discovery positions Family Science differently from other majors, which are sought because they provide a specific desired outcome or career. Family Science degrees may be sought without specific career outcomes in mind at the outset. For instance, as part of general education programs or other degrees (i.e., nursing), students may be required to complete introductory Family Science courses, exposing them to a field lacking name recognition or links to a specific career outcome. The result of this discovery process is that students may need additional resources and examples of career possibilities throughout their programs.

As Family Science educators, it is critical for us to capitalize on the breadth and flexibility of our field when discussing opportunities students will have for future education (e.g., graduate work), in their personal lives, or in professional settings (Brooks & Simpson, 2014). Capitalizing on diversity within our field means exposing students to the wide range of professional opportunities through repeated exposure to engagement with the profession. While it is important for students to experience and explore the field, this may not occur until late in the program curriculum or often only in a single internship (Payne & Hubler, 2017). These undergraduate community engaged learning experiences need supplementing with professional development information and practice to maximize the breadth of opportunities offered in Family Science.

Certified Family Life Education (CFLE) certification is one way Family Science programs can provide students (both undergraduate and graduate) the potential for additional credentials upon graduation (NCFR, 2014). One way we can prepare new Family Science professionals is through development of skills needed to maximize their potential following degree completion, setting students up for professional success. Many Family Science undergraduate (N = 114) and graduate (N = 66) programs are CFLE approved programs (NCFR, 2019), which requires focus on 10 content areas at minimum. Using these 10 content areas, students become versed in a wide range of domains across the lifespan, making them qualified for a similarly broad array of possible careers. For many students, this wide array of career choices is a benefit and simultaneously overwhelming in terms of decisions to make upon graduating.

For field experience instructors, it is often frustrating when students are seemingly ill-prepared to decide where to spend their field experience. Exploration is among the ways to prepare new Family Science professionals to decide on both field experience placement and future job pathways (Darling et al., 2014; Duncan & Goddard, 2011). Given that anywhere between 40-80% of college undergraduates are working either part-time or full-time (Digest of Education Statistics, 2019; St. Amour, 2019), helping students find employment related to their chosen field of study is ideal. While this is not always possible, having experience throughout undergraduate coursework with job searches, cover letters, resumes, and interview questions that

may be field specific aligns with pursuit of these goals. These documents and experiences are often critical to securing competitive or hard to access field placements and internships that may be required for degree completion.

This paper outlines a series of assignments with a dual focus on exploration and work-force preparation that was implemented in a required sophomore-level undergraduate course but could be used in other settings (e.g., graduate). The experiences presented here reflect the use of this assignment cluster in an undergraduate course in Family Science where class size was typically rather small (20-40) and based on face-to-face modality. However, suggestions for implementation in larger or hybrid/online formats are included throughout.

Professional Development Assignment Description

The assignment cluster discussed in this paper was identified to students in the syllabus as the “Professional Development Assignment Group.” These professional development assignments were built on one another and students had multiple opportunities to revise their work throughout the semester. All assignment descriptions, expectations, and rubrics were provided to students at the beginning of the semester along with a building expectation of completion. The Professional Development Assignment group was made up of these assignments: 1) a resume or CV, 2) cover letter, 3) peer reviews, and 4) a mock interview. In-depth details and descriptions appear in Appendix A.

There are several rationales for engaging with these types of assignments early in an academic program rather than toward the end when students are traditionally seeking jobs. Since between 40-80% of college undergraduates work at least part-time (Digest of Education Statistics, 2019; St. Amour, 2019), job searches are probably occurring throughout students’ college careers. Many programs and universities have strong connections to communities where they are embedded. Therefore, it is in the interest of students and their programs to facilitate positive relationships between local prospective employers and students. If there are established relationships with community organizations (e.g., Head Start, group homes, and senior living facilities) where students may find internship opportunities and sometimes paid employment, students will gain practical experience while filling financial needs that are often met by doing tasks unrelated to the degrees they seek. Having a resume situated in Family Science that highlights relevant experiences is particularly useful throughout an undergraduate career.

Another somewhat unintended consequence of conducting these assignments early in a student’s academic program is to combat feelings of *imposter syndrome* (Edwards, 2019; Parkman, 2016) in students as they begin to develop professional identities. Imposter syndrome is prevalent in all career levels and addressing it is key to success (Gardner et al., 2019; Kets de Vries, 2005) Students may often feel as though they have little or no relevant experience to the field of Family Science, however, upon further exploration, many students have some even limited experiences that can be recognized (e.g., volunteer opportunities, religious teaching). By helping students identify and seek focused experiences during their degree, they not only continue to build confidence. They also enhance and build on the resumes they started in this lower-level course. Furthermore, by working on these documents early in a program, students can utilize them throughout to reference and focus on as they strive to achieve future goals and program requirements (e.g., internships, jobs, graduate programs). Anecdotally, many students discounted volunteer opportunities that may be related to their goals, and should be included, but were omitted from initial drafts because students had discounted those opportunities. Since this

course had a community-engaged learning component, students were often asked to provide a resume to potential organizations for whom they might volunteer.

Relation to CFLE and Course Objectives

The series of assignments described here was situated within a required sophomore level undergraduate seminar that covered CFLE content area #9 Professional Ethics and Practice within a CFLE-approved undergraduate program. This content area is defined as an “understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice” (NCFR, 2014). Students spent the part of the course working on professional development topics such as the assignment cluster described here. They also devoted time to hearing about services and opportunities with various local community partners because they were required to complete a minimum of 20 hours of community engaged learning during the course.

Course Level Objectives

These course-level learning objectives were achieved through completion of this series of assignments:

1. Understand the formation of social attitudes and values;
2. Recognize and respect the diversity of values and complexity of value choice in a pluralistic society;
3. Participate in and reflect on community engaged learning opportunities to become aware of local organizations that serve the diverse families of [state].
4. Demonstrate professional attitudes, values, behaviors, and responsibilities to clients, colleagues and the broader community that reflect professional ethical standards and practices;
5. Prepare documents and engage in experiences that will help them in their professional development (e.g., resumes, cover letters, mock interviews);

The first two course objectives were reached mostly through discussions related to job searching because it opened students to other possible career paths or reasons for pursuing Family Science as a field. Discussions facilitated through completion of these assignments proved more fruitful than anticipated in terms of exposing students to values and attitudes that may be similar and different from their own, relevant to career choice and academic pursuits. As a goal in meeting objective three, students were exposed to local organizations through the search process necessary to write the cover letter and by guest speakers who visited class. Objectives four and five were met through assignments discussed here, subsequent general discussions about the field, and how to market themselves professionally. Students often did not see the assignment’s value of until they went to seek employment and found themselves more prepared than peers or beyond their own expectations. Over the years, several students used the resumes, cover letters, and mock interview experiences to help them find and secure employment during and after completion of their Family Science degrees.

Professional Development Assignment Cluster Objectives

These objectives were used for these specific assignments within the professional development assignment cluster. On completion of this assignment series, students had met the following objectives:

1. Students will complete an online job or graduate program search producing at least 2 possible jobs or programs that can be used for future assignments.
2. Students will create, develop, and revise their resume and/or CV so that it is updated as a working document.
3. Students will create a cover letter to match the job or graduate program that aligns with the students' career and professional goals.
4. Students will create a set of interview questions and responses that are useful for mock interviews.
5. Students will have the opportunity to compare and critique their peers' work on resume/CV, cover letter, and mock interview assignments.

These objectives were situated within course objectives of a class that included a community-engaged learning component. As such, these documents were particularly useful in creating an authentic experience for students searching for opportunities and presenting their unique qualifications.

Resume/Curriculum Vitae & Cover Letter

Depending on what students foresaw as their goals (e.g., work force, graduate school), the first two assignments were a resume or curriculum vitae (CV) and cover letter. The most recent call within the Family Science field for focus on professional development tools such as resumes and CVs was approximately 30 years ago, when Brock & Coufal (1989) called for inclusion of resumes and other tools to help young professionals reduce menial work and gain field experience. Knaub & Meredith (1989) suggested that for Family Scientists, a CV might be more useful to a similar end. Students were given the choice to determine (through conversations with the instructor) whether a resume or CV would be best suited to their goals.

Since then, the importance of these tools has only grown as competition for good jobs increases and the number of undergraduates in the workforce continues growing (Digest of Education Statistics, 2019; St. Amour, 2019). As part of this initial assignment, students were required to draft a resume or CV depending on their personal-professional goals. Since many students had little or no experience creating these documents, examples and formats were discussed in class using various resources showing students an array of examples. Students were presented the two articles (Brock & Coufal, 1989; Knaub & Meredith, 1989) that discuss the utility and differences between resumes and CVs. Since students were early in their careers (i.e., sophomore level undergraduates), conversations focused on how these were to be considered "working documents" that were continuously under revision, whose goals or focus could and would likely change.

In-class conversations centered on fundamentals of creating these documents: how to frame language (e.g., active vs passive), what information should go on a resume (i.e., visual appeal), and how to include volunteer and other community-based experiences (e.g., religious

teaching). Part of one class session was dedicated to having the career center representative visit to discuss services and opportunities available on campus (see Appendix B for suggested assignment schedule). This session was often the first time that students learned of such campus resources. Students were also encouraged to bring questions to the discussion. For instance, if they had a specific experience (e.g., babysitting) and didn't know if it "counted," this could be addressed by the group.

As a result of the small (< 40) face-to-face class, it was feasible to have these discussions as a whole class. However, in a larger class or online, it might be better to use breakout groups/rooms and then have groups report back to disseminate their ideas. Documents such as Google docs or other tools that can be edited and shared among class members would be useful as a resource students could refer to later. One benefit of having the assignment discussed in a large group was the sharing of what often proved to be differing experiences and goals. This further facilitated students' investment not only in their own products, but also in the work of peers. This supports ideas laid out by Werder & Otis (2010) suggesting that students have responsibility to support and engage each other in their education. For instance, when a student fails to ask a question, they are not only depriving themselves of the response, but are also depriving peers of the same information (Werder & Otis, 2010). These suggestions facilitated inclusion of peer discussions and reviews throughout the course as an additional tool for further learning.

For the cover letter portion of the assignment, students were charged to find either an open position or graduate program that appealed to their interests and to focus the professional development assignments on that goal/target. The purpose was to have students derive personal connection to the assignment and to view potential jobs or graduate programs available within Family Science. Since this was taught at a primarily commuter campus, many students held jobs unrelated to Family Science. Students were often surprised at the number of potential positions within the field that were accessible to them. For this job search, students received lists of relevant local community organizations and those that were affiliated with the university's community engaged learning center.

As part of the requirement for the first resume/CV and cover letter drafts, students had to meet with the course professor to discuss the documents. During that meeting, which lasted no more than 15 minutes, the instructor reviewed the documents and provided detailed feedback for students to use on the first set of revisions. This was also an opportunity for the professor to get to know the student's goals and interests. There was often discussion of populations and potential places of interest for the student to complete community engaged learning requirements (e.g., for this course, internship, practicum). Students received grades for the original documents they brought to the instructor meeting and for the revised "clean" drafts submitted subsequently. (For specific assignment descriptions and grading details, see Appendix C for resume/CVs and Appendix D for cover letters.) The subsequent draft (#2) was then used as part of a peer review assignment. During peer review, each paper was assigned to approximately 3-5 students, randomly. Following the peer review, students revised the documents once more before submitting them to be reviewed again by the instructor. This "clean final version" was used in comparison to the document that was originally submitted. Although this assignment was called a final version, students were told of the importance of viewing these documents (particularly the resume/CV) as working documents that were updated regularly to capture changing experiences.

Peer Reviews

As part of the resume or CV and cover letter assignments, students were required to complete peer reviews. These were also utilized for other course assignments. The first reason was to provide students with the simple benefit of having additional readers and deadlines before the final product was expected. For documents needing continuous revision, more readers seemed to benefit the early professional. The second reason was to allow students to benefit from reading others' work on the same topic. In addition to this exposure to other experiences, research has shown that peer reviews are a unique way to educate students on how to give and receive constructive critique as well as help with team building (Anewalt, 2005). For these students, this was often their first experience with being asked to review other students' work. We spent substantial time discussing the way that feedback should be given and how to use the rubric provided. Students were required to complete peer reviews utilizing the point rubric that was used for the instructors' grading (see Appendix C & D). The class also conducted a group review of a sample document to give an example for the expectations. Many students remarked that they had not previously used rubrics when writing their papers, even when instructors provided them. This proved to be a valuable teaching moment. Students truly benefitted from and appreciated these tasks as they often remarked on edits they would make as a result of participating in the peer review process. Not only did the quality of paper submissions improve with the additional feedback, but conversations about the field became richer because of having reviewed other students' interests via their resume/CVs and cover letters. This addition to the assignments proved beneficial in more ways than originally anticipated.

Resume/CV & Cover Letter Grading Scheme

Since students have extremely varied experiences within university settings and differing goals for post-baccalaureate work, allowances for variations in the elements were necessary. For instance, some students had many paid work experiences but limited volunteer experiences, and vice versa. Resumes and CVs should reflect such variations.

For the resume/CV and cover letter assignments, credit was given for each draft (see Appendix C). Resume/CV and cover letters were treated as separate assignments and given points individually; however, grades were based on similar elements listed below.

Draft 1:

- 1) Coming to the instructor's office to discuss the document and goals
- 2) The actual document having the elements discussed in class as they apply to the student (e.g., education, work, and volunteer experience, contact information)

Draft 2: For Peer Reviews

- 1) The new document. Students were given credit for revising the original document.
- 2) Students were evaluated for having used the feedback on the original version. Has the product changed based on the feedback provided in office and the in-class discussions?

Draft 3: "Final" Clean Version (incorporating instructor and peer review feedback)

- 1) The new document should be clean and revised from prior versions. Has the product changed and improved since the original version was presented?

- 2) Students were evaluated for having used the feedback on the original version. Has the product changed based on the feedback provided in office and the in-class discussions?

Mock Interview Assignment

The mock interview activity was viewed as the semester finale related to job searching. The purpose of writing a resume/CV and cover letter is presumably to get an interview for an intended position. Therefore, it seemed fitting to have a culminating assignment focused on the interview process. The assignment goal was to give students the opportunity to practice answering various questions that are frequently asked during job interviews and to receive feedback on their responses and other interview elements (e.g., their clothes and their non-verbal behavior) using documents they created throughout the semester.

During the two 75-minute class discussions preceding the mock interview, the class discussed common interview questions and answers, along with challenges of interviewing. Students were asked to bring in sample questions they had experience with or were unsure about answering. The group discussed interview etiquette for topics ranging from dress, personal disclosures, non-verbal communication, negotiating, and how to communicate with superiors, to other topics related to interviews that varied with each group of students.

The mock interview assignment differed from the professional development assignments discussed above in that there was no final “product” but rather an in-class activity. The product, although not a submission, was the reflection and conversation following the mock interview. The class session after mock interviews was set aside for discussion and debriefing. This session gave students and the instructor an opportunity to ask any lingering questions and to reflect on the interview experience.

The mock interview took place in two 75-minute class periods during which small groups conducted interviews where all group members acted as interviewers and interviewees. For the actual mock interview assignment completed entirely in class, students were assigned to small groups to conduct mock interviews because having students field questions from the remainder of the class (about 20-30 students) did not simulate a real interview situation. Students were more likely to be interviewed by a smaller panel of no more than five people, which students often described to be a sufficiently intimidating situation. Within these small groups (which could be facilitated in an online learning environment for larger or hybrid courses), participants went in “round robin” style, acting as interviewers and interviewees for their group members.

Students were assessed solely on participation in the mock interview activity by the lead instructor, who oversaw all groups conducting mock interviews. However, future assessment could include a peer-review component that is discussed later. Students had to finish answering at least five questions as interviewee and ask two as interviewer for each member of their group. During the interview process feedback was provided on questions and responses that were given, including suggestions for wording and for improving the procedure.

The interviewers (students asking questions) were instructed to use the interviewee’s job posting, cover letter, and resume, conducting a mock interview for the actual job the student was interested in. Using the students’ own assignments further solidified the relevance of this assignment and the benefit of taking it seriously because of its implications for real life

experiences. Each student interviewed was able to consider how to respond to questions directly related to their career path of interest.

This assignment differed from the resume/CV and cover letter since no drafts or even written assignments were submitted. The assignment was graded primarily on participation, although future directions will discuss changes that could be made to include some written submissions. There was a focus on process and participation rather than on a product. Students' interviews varied widely regarding content as it pertained to their own resume/CVs and cover letters. At the conclusion of the mock interviews, the class reconvened and reflected on the interview process from both the position of the interviewer and the interviewee.

Samples of Student Work & Responses

Students were often concerned about the number of assignments related to these professional development assignments at the start of the semester because they had multiple iterations and required several drafts. However, feedback for this course and these assignments was overwhelmingly positive. Feedback focused on two general areas: 1) general understanding of the possible jobs/careers/opportunities within the Family Science field and 2) greater ability to put together documents required to obtain employment or graduate degree program acceptance. These two main areas of feedback are discussed below.

Feedback related to potential within Family Science often appeared in course evaluations in comments such as, "I loved the class. It gave me a better understanding of what the major has to offer. The CHF program seemed like it would be fun but I didn't quite know what I could do with it once I got my bachelors." Another student stated:

Engaging the students in opportunities to test various areas of interest, and making students aware of all the possibilities. I didn't know I could work in so many areas with this degree and was thrilled to find out that several of my previous interests could be achieved with this degree.

Comments reflecting similar sentiments were common each semester the course was taught.

Many students also remarked about the application portions of these assignments and how they were tailored to students' personal/professional goals, allowing students to make assignments meaningful and applicable in the moment. For example:

[instructor name] is obviously passionate about the subject and made me feel passionate about it as well. I never thought I'd enjoy sitting in a classroom, discussing resumes, cover letters and ethics for a couple of hours each week. I always left class feeling excited and ready to go home and work on my assignments and apply the things we learned to my daily life.

This comment shows not only the impact of assignments on the desire to complete the assignments, but also the immediate application and value that students see. For some students, the application value of the assignments was more immediate, as noted here: "I really appreciated learning career skills such as: resume building, writing an effective cover letter, and interview skills. I was able to utilize all of these skills almost immediately and see the benefits." These types of comments were repeated every semester.

Considerations & Areas for Growth

As with any assignment and course there are always considerations necessary for context (e.g., class size), assignment modifications, and further applications beyond undergraduate education. Suggestions and comments on each area will be discussed. One benefit of this course and the assignments outlined above was that it was situated as one of the first required courses in the Family Science major where it was taught. As such, it “framed” students with possibilities of the field and tools to begin planning for post-graduation on entry into the degree, as opposed to later in the program.

Course Context

As Family Scientists, we know that context matters. This course is highly labor intensive, as one might imagine from the assignment descriptions (and these were not the only assignments), requiring a great deal of time outside formal class hours to meet with students. The class was taught each semester (Fall and Spring) and its student enrollment capacity was 40. One would have to get creative if this were to be taught to a significantly larger group of students (e.g., 100+) because there is so much grading, group work, and needs for high-level discussions that can be challenging in larger settings. Although the time invested was high (particularly at the beginning, when students were required to meet with the instructor) the time investment paid off in students’ outcomes. Some challenges can be mitigated by using peer reviews and other technologies such as Zoom. For instance, utilizing Zoom breakout rooms makes it possible to cluster students with similar goals and interests to review one another’s resumes/CVs and cover letters, creating sub-groups for the course that could also be utilized for mock interviews.

Along with the potential to teach a professional development course in larger or online environments, these assignments could be incorporated into Family Science programs in a variety of ways in addition to the one presented here. Students preparing to graduate from undergraduate programs benefit greatly from additional professional development opportunities. These assignments could be revisited in senior-level coursework. Another way these assignments could be translated would be into graduate coursework, as students hone professional skills necessary for the post-graduate job market.

Limitations and Future Directions

Initially, one potential limitation and concern centered on students having access to others’ work through peer-review processes. Since students have access to several peers’ papers through reviews and iterations of assignments, there is potential for plagiarism. Many institutions use course management systems (e.g., Canvas, Desire2Learn) or have access to software (e.g., www.turnitin.com) that checks for similarity among submissions, minimizing incidence of plagiarism and helping facilitate teaching moments about plagiarism in the contexts of professionalism and professional development. By conducting these peer-reviews through such systems, instructors have access to view all course submissions, comments, and downloads, providing a great deal of information about access to papers through these secure systems.

Given that these assignments were conducted in rather small courses, suggestions for modification and differential dissemination techniques are discussed further for each assignment.

Resume/CV and Cover Letter

One challenge for students in this program was that these documents were not formally revisited during the program until practicum during senior year. It would have been beneficial

for students to have more frequent check-ins and opportunities to update and receive feedback on the documents. Students were required to have updated resumes and cover letters during placement, but placement sites were to be established in the semester prior to enrollment.

An additional challenge for the resume/CV and cover letter assignment would be the requirement for students to “meet” with the instructor, which poses several challenges for large courses. The requirement is also challenging during the current Covid-19 pandemic where face-to-face interaction on campus is not possible. We have learned the value of “meeting” in virtual spaces and could hold these meetings using several different platforms (e.g., Zoom, Microsoft Teams). These platforms may even be most useful for large classes. One way to manage a large group of students might be to find a means by which to cluster students in groups that share similar goals/career paths/outcomes, then use these groups for fielding questions, similar to the way group advising often works. Another challenge of such an approach would be to maximize exposure to possible careers for students who feel uncertainty about their career paths. For instance, each group could create a fact sheet or white paper about their career path, which could then be disseminated to a larger class.

Mock Interviews

One modification to the mock interview would incorporate technology. In today’s job market video interviews are a common step in the hiring process. A potential way to mimic this reality would be to have interviewees respond to questions in a video, either synchronously or asynchronously, perhaps including time limits for responses. This is another way to highlight and create a more realistic interview experience. Another option would involve having career groups participate in an iterative interview process through online forums (e.g., Zoom, Google Hangouts), where interviews take place using various modalities (e.g., video response, live responses). These modifications could allow application of this course to reach online and more hybrid learning environments along with larger classes, since students would be grouped. To help with large classes, interview panel members could be required to write peer assessments of interview responses so that feedback is provided without responsibility being only on the instructor’s shoulders. Inclusion of a reflection on the interview would be very useful for gathering more formal assessments of the utility, as well as short- and long-term outcomes of these assignments. What did students perceive to be benefits of these assignments? What did they learn? How will the assignments influence them as they go forward in their careers? Any number of reflective and prospective forward-thinking prompts could be included to encourage students to think about how these assignments and activities have affected their growth within Family Science.

Conclusion

Scheduling the assignments discussed in this article at the start of students’ undergraduate education provided a unique focus for students of this discovery degree as to potential opportunities that may be available to them, but things should not end there. Career development needs an active place throughout undergraduate programs from start to finish, even in graduate programs in Family Science. As students continue facing challenges that may arise from the COVID-19 crisis, which has potential to affect the job market in a wide range of fields for several years, Family Science programs must help students be knowledgeable and effective at marketing themselves to employers or graduate programs. As a field that will inevitably be

changed by social crises (e.g., COVID-19 pandemic, #BlackLivesMatter), we need to train students who can meet the everchanging needs of families through extensive professional development opportunities. This series of assignments provides a foundation for students to feel confident in seeking community-based learning or employment opportunities in Family Science, a goal we should have for all those who earn our degrees.

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APPENDIX A Assignment Descriptions

1. **Cover Letter (10 points):** Go online and find a Family Studies job agency that you would be interested in working for or graduate program you might apply for. Write a cover letter to them emphasizing your strengths. This will be the same position/program used for the Mock Interview.
I will be very critical on this assignment. This is the first item an employer will review. SO please review it carefully before turning it in!
 - a) Bring a physical copy to class
 - b) Turn in a copy on Canvas
 - c) Keep a copy for your portfolio

2. **Resume (10 points):** Update your current resume or create a new resume. THEN, Print a hard copy of your resume and bring it into [instructors name] office hours to get your resume evaluated, signed, and dated by [instructors name] by [due date].
I will be very critical on this assignment, this is the first thing an employer will review. SO please review it carefully before turning it in!
 - a) Bring the “original” signed copy to class.
 - b) Bring in the NEW updated copy to class
 - c) Keep a copy for your portfolio.

3. **Revised Resume and Cover Letter (20 points):** You will receive 10 points each for revising your resume and cover letter (5 points each) using the feedback that I provide and that which you receive from your peer review.

4. **Mock Interview Presentation (25 points):** This is a presentation of you as a professional. You will not need to create new material but gather and organize your assignments into a portfolio. You will need to find a job or graduate program you are interested in interviewing for and your leadership project group will interview you for this position.
 - Your portfolio will include: your resume, a cover letter, and any additional letters of reference or awards.
 - You will engage in an accurate mock interview where you will present your portfolio and answer questions from a panel.
 - **You will not be able to make-up a missed interview...no absences will be allowed for the panel or the interview. If you are absent for either piece you lose 15 points for this assignment.**
 - Be yourself, relax and smile
 - Provide examples of leadership and organization, don't give generic answers
 - They are not trying to trick you, they are hoping for you to be awesome!
 - Stand out. A small thing like linen paper, portfolios, earrings, or being a Steeler's fan will help them remember you.
 - Have passion about your strengths and your goals
 - Practice commonly asked questions with a friend.

APPENDIX B
Suggested Assignment Schedule

Week	Topic	Assignment Due
2	Cover Letters and Resumes	
2	Career Services on Campus	
3	Careers and Getting involved	
3	Job Searches	
4	Cover Letter/Resume Review Job Searches/Graduate School	* Meeting with the professor must be completed by the end of this week
4	Peer Review Resume & Cover Letter Interviewing Skills	First Resume Due Cover Letter Due
5	Interviewing Skills	
6	Mock Interviews	Updated Resume & Cover Letter Due
6	Mock Interviews	

APPENDIX C
Assignment Grading Criteria and Description for CV/Resume

Assignment	Draft	Total Points	Description	Grading Criteria
Resume/CV	1	10	First draft resume/CV brought to meeting with professor	5 points: Completing scheduled meeting with professor 5 points: Resume/CV draft that includes main sections (i.e., contact information, education, work and volunteer history)
Resume/CV	2	10	Review and revise resume/CV using feedback from professor. Upload both original and revision to the course management system.	8-10 points: Revisions were made and the document has been expanded on and revised in preparation for peer review. 5-7 points: Some revisions were made, but minimal change in the documents was noted. One or more documents was missing from submission. 0-5 points: Few or no revisions were made; document unchanged from original submission; more than one document is missing.
Resume/CV Peer Review	2	10	Submit your resume/CV for peer review. Complete 3-5 randomly assigned resumes/CV you received to peer review.	5 points: For submitting your documents to be reviewed (credit/no credit). 5 points: For providing quality feedback to your peers. Defined as more than "good job". Feedback had to be specific and include track changes on the document and use of grading rubric.
Resume/CV	3	5	Submit an updated and revised resume/CV for review from the instructor. Your "final" draft should incorporate feedback that you have received from each revision.	3-5 points: "Final" draft shows distinct growth, change and advancement since original version. Feedback has been well incorporated. Suggestions not completed have been justified or explained by author. 0-2 points: "Final" draft shows little or no change since original draft. Feedback has not been incorporated or explained. No discernable progress has been made.

Appendix D
Assignment Grading Criteria and Description for Cover Letter

Assignment	Draft	Total Points	Description	Grading Criteria
Cover Letter	1	10	First draft cover letter brought to meeting with professor	5 points: Completing scheduled meeting with professor (could be same meeting as resume/CV) 5 points: cover letter draft that includes main sections (i.e., letter format, introduction including position, details about how they meet qualifications.
Cover Letter	2	10	Review and revise cover letter using feedback from professor. Upload both original and revision to the course management system.	8-10 points: Revisions were made and the document has been expanded on and revised in preparation for peer review. 5-7 points: Some revisions were made, but minimal change in the documents was noted. One or more documents was missing from submission. 0-5 points: Few or no revisions were made; document unchanged from original submission; more than one document is missing.
Cover Letter Peer Review	2	10	Submit your cover letter for peer review. Complete 3-5 randomly assigned cover letter you received to peer review.	5 points: For submitting your documents to be reviewed (credit/no credit). 5 points: For providing quality feedback to your peers. Defined as more than “good job”. Feedback had to be specific and include track changes on the document and use of grading rubric.
Cover Letter	3	5	Submit an updated and revised cover letter for review from the instructor. Your “final” draft should incorporate feedback that you have received from each revision.	3-5 points: “Final” draft shows distinct growth, change and advancement since original version. Feedback has been well incorporated. Suggestions not completed have been justified or explained by author. 0-2 points: “Final” draft shows little or no change since original draft. Feedback has not been incorporated or explained. No discernable progress has been made.

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