

**George Mason University**  
**College of Education and Human Development**  
Human Development and Family Science

HDFS 300 (001) - Individual and Family Services Delivery  
3 Credits, Spring 2017  
Tuesdays and Thursdays/ 9:00am-10:15am Thompson Hall 1020  
Fairfax Campus

**Faculty**

Name: Bethany L. Letiecq, PhD  
Office hours: By Appointment  
Office location: 1101 Thompson Hall  
Office phone: 703-993-5076  
Email address: bletiecq@gmu.edu

**Prerequisites/Corequisites**

HDFS 200

**University Catalog Course Description**

Overview of human services delivery with a focus on families. Explores the historical and social contexts as well as the theoretical orientations of systems that shape delivery of services to families. Examines: 1) economic and cultural barriers that prevent families from gaining access to services; 2) social policy surrounding services for families; 3) ethical and legal issues in family services.

**Course Overview**

This course provides an introduction to human services delivery systems with a focus on families. This course also provides students with an opportunity to explore HDFS careers and plan for their internships and professional networking opportunities. We examine human services delivery through a cultural competency and humility lens and discuss the ethical issues inherent in serving others, and especially those who are the most vulnerable in our society.

**Course Delivery Method**

This course will be delivered using a lecture and discussion format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Be knowledgeable about theories and methods of helping individuals and groups in various service settings
2. Be knowledgeable about and able to use ethical guidelines to make appropriate decisions in the service of others
3. Understand and be able to apply knowledge and skills related to helping others
4. Have the skills required to identify, find, apply for, and successfully carry out a human services internship

## Professional Standards (National Council on Family Relations)

Upon completion of this course, students will have met the following professional standards:

**Families and Individuals in Societal Contexts** - An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

**Professional Ethics and Practice** - 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

## Required Texts

Arditti, J. A. (2015). *Family problems: Stress, risk and resilience*. Malden, MA: Wiley Blackwell

LeBlanc, A. N. (2003). *Random Family*. New York: Scribner.

You can purchase the book(s) at the bookstore or online (i.e., Amazon). In addition to the textbook, supplementary readings are uploaded as PDF files on our Blackboard site. [*Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.*]

This course uses Blackboard provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to [mymasonportal.gmu.edu](http://mymasonportal.gmu.edu) and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### • Assignments and Examinations

#### I. Attendance and Participation (10%)

**Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class as well as online activities will be evaluated based on the following criteria:**

1. Students attend class, arrive on time, and stay for the entire class period.
2. Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
3. Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions and in-class exercises, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.

4. Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

## **II. Midterm Exams (20 points each = 40% total)**

There will be two take-home exams that will cover class lectures, notes, discussions, videos, and readings. The exams will not be cumulative.

## **III. Career Mapping in Family Services (30%)**

This assignment is designed to help students explore their career goals through self-reflection and discussions with experts in the field, as well as prepare for related internship(s) and their career beyond undergraduate studies. Students will not only consider their desired careers but they will spend time interviewing individuals in related positions. Moreover, students will begin to search for their internship as well as prepare their cover letters and resumes.

**Instructions:** Complete each of the 10 sections as instructed (see attached). Do not forget to include: the informational interviews, your resume, cover letter, and the advertisements for your internships.

## **IV. Random Family In-Class Exercise and Summary Paper (20%)**

This 5 page MAX double-spaced summary paper (including references in APA style) corresponds with the reading of Leblanc's book, *Random Family*. The purpose of the assignment is for students to think about the lived experiences of the individuals and families described in the book and analyze the role human service workers and institutions played in the narrative. The purpose is also for students to learn more about family life in under-resourced and marginalized communities and to examine and consider the ways in which you would intervene based on the best practices delineated throughout the course.

For this assignment, students will form groups and each group will thoroughly examine the section of the book assigned to understand the ecologies surrounding the individuals and families. Students will be invited to react to the book, to the characters and families described, and to the ways in which the individuals and families are impacted by the policies and practices in place to respond to their needs. Groups will be invited to share their thoughts and analyses during class and lead class discussions.

Next, student groups will be challenged to develop multiple and complex intervention strategies to support family functioning and promote resilience based on course readings and their own examination of the extant literature on best practices and policy interventions.

**Each student will write a brief summary (5-pages MAX) responding to the following questions:**

- 1) What section did you cover for the group assignment? What are your reactions to this book overall? What parts of the narrative stood out for you the most and why? (1 page)
- 2) Identify and describe three human service systems/institutions that were prevalent in the lives of family members. Explain the roles played and whether you thought the system/practitioner was culturally competent, attuned and responsive to individual and familial needs. (1 page)
- 3) Next, discuss at least one intervention strategy that you would employ to support the well-being and health of an individual and/or a family described in the book. This intervention should be based on evidence and best practices discussed throughout the course and in the research literature. How would you implement this strategy? What would it take to implement (cost, personnel, community partners)? How would you know if you were making a difference? (1-2 pages)
- 4) Utilizing concepts from class lectures, discussions, and/or readings (i.e., theory and intervention, self-aware professionals, case management and counseling, etc...), analyze and

reflect upon your assumptions and beliefs about families in under-resourced neighborhoods and how your perspective has changed as a result of reading this book. (About 1 page)

**Be sure to include references.**

**V. Final Exam—optional (20%)**

There will be an in-class final exam at the end of the semester to examine your understanding of course concepts and policy and practices responses to family problems. This exam will be discussed in detail in class

**• Other Requirements**

**Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

*When writing, students will do the following:*

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

**• Course Performance Evaluation Weighting**

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	10
Midterm Exams (2 @ 20 points each)	See schedule	40
Career Mapping Assignment	May 4	30
Random Family Summary	See Course Schedule	20
Final Exam--Optional	May 11	20
<b>TOTAL</b>		<b>120</b>

- **Grading Policies**

97-100	A+	87-89	B+	77-79	C+	60-69	D	Below 60	F
93-96	A	83-86	B	73-76	C				
90-92	A-	80-82	B-	70-72	C-				

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Class Schedule

Week/Date	Topic	Readings and Assignments DUE
<b>Introduction, Historical &amp; Conceptual Overview, and Skills-Building</b>		
<b>WEEK 1</b> January 24-26	<b>Introduction to the Course and Each Other; Syllabus Review</b> <ul style="list-style-type: none"> <li>• Please read over syllabus carefully and ask questions for clarity as needed</li> <li>• Check Blackboard</li> <li>• Introduce yourself to class</li> </ul> <b>Defining the Field: Human Services</b>	READ: 1/24: Syllabus  1/26: Moffat (2011) Helping Those in Need: Human Service Workers <a href="https://www.bls.gov/careeroutlook/2011/fall/art03.pdf">https://www.bls.gov/careeroutlook/2011/fall/art03.pdf</a>
<b>WEEK 2</b> Mar 31- Feb 2  No Class Feb 2	<b>Historical Background and Ethical Considerations: Individual and Family Services Delivery</b> History of Helping Ethics of Care Professional Standards	READ: (See Blackboard for readings  HOHS: Ethical Standards <a href="http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals">http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals</a>  NCFR: <a href="#">Ethical Principles</a>  Center for Ethical Leadership: <a href="http://www.ethicalleadership.org/">http://www.ethicalleadership.org/</a>
<b>WEEK 3</b> Feb 7-9	<b>Conceptual Underpinnings: Individual and Family Problems and Resilience</b> Theoretical Considerations From deficits to strengths: Implicit bias, cultural attunement and responsiveness	READ: <b>Arditti:</b> Ch 1: Introduction and Conceptual Overview  (See Blackboard for readings)
<b>WEEK 4</b> Feb 14-16	<b>Skills of Helping Professionals</b> Empathy and EQ Listening Cultural Humility...  WATCH: <a href="#">The Danger of the Single Story</a>	READ: <a href="https://www.socialworkhelper.com/2013/08/06/10-skills-every-social-worker-needs/">https://www.socialworkhelper.com/2013/08/06/10-skills-every-social-worker-needs/</a>  Ionunidou (2008): <a href="#">Empathy and Emotional Intelligence</a> <b>2/14: TAKE HOME EXAM 1</b> <b>DUE 2/21: EXAM 1 by 9AM</b>

## Social Inequality, Individual and Family Challenges, and Interventions

<b>WEEK 5</b> Feb 21-23	<b>Social Inequality and Marginalization</b> Queer Families Mental illness and Stigma	READ: Arditti: Ch 2-3
<b>WEEK 6</b> Feb 28-Mar 2	<b>Parenting and Caregiving in Diverse Contexts</b> Parental incarceration Families and Foster Care Childhood adultification Grandparents rearing grandchildren	READ: Arditti: Ch 4, 8-9, 11
<b>WEEK 7</b> Mar 7-9	<b>Parenting and Caregiving in Diverse Contexts</b> Health Disparities Food insecure families Low-Income Fathers	READ: Arditti: Ch 5-7
<b>WEEK 8</b> Mar 14-16	Spring Break: Consider reading <i>Random Family</i>	
<b>WEEK 9</b> Mar 21-23	<b>Relational and Family Challenges over the Life Course</b> Intimate partner violence Abuse in later life Adolescent romantic relationships and risks Substance Abuse	READ: Arditti: Ch 14-16, 21
<b>WEEK 10</b> Mar 28-30	<b>Emergent Challenges—Trauma</b> Immigrant, refugee, and asylee families Military Families	READ: Arditti: Ch 13, 20 Vesely et al. <b>3/28: TAKE HOME EXAM 2</b> <b>DUE 4/4: EXAM 2 by 9AM</b>
<b>WEEK 11</b> Apr 4-6	<b>Policy and Practice Responses:</b> Strengthening family resilience What works, reforming systems, rebuilding communities  Preparation for Random Family Exercise	READ: Arditti: Ch 17-19



<b>Application: Responding to Family Problems, Building Resilience</b>		
<b>WEEK 12</b> Apr 11-13	Random Family Exercise Group Presentations and Intervention Strategies	READ: Random Family Part I-II
<b>WEEK 13</b> Apr 18-20	Random Family Exercise Group Presentations and Intervention Strategies	READ: Random Family Part III-IV
<b>WEEK 14</b> Apr 25-27	Random Family Exercise Group Presentations and Intervention Strategies	READ: Random Family Part V  <b>DUE 4/27: Random Family Paper</b>
<b>WEEK 15</b> May 2-4	<b>Advancing Human Services and Social Justice</b> Career Mapping Wrap-Up Course Evaluation	<b>DUE 5/5: Career Mapping in Family Services Paper</b>
<b>FINAL EXAM</b>	May 11: Final Exam period 7:30am-10:15am	Optional

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Assessment Rubric(s)**

Not Applicable

## INSTRUCTIONS for Paper: Career Mapping in Family Services (30 points)

This assignment is designed to help students explore their career goals through self-reflection and discussions with experts in the field, as well as prepare for related internship(s) and their career beyond undergraduate studies. Students will not only consider their desired careers but they will spend time interviewing individuals in related positions. Moreover, students will begin to search for their internship as well as prepare their cover letters and resumes.

**Instructions:** Complete each of the 10 sections as instructed. Do not forget to attach: the informational interviews, your resume, cover letter, and the advertisements for your internships.

### Section 1: My Dream Jobs

What are your top three dream jobs (today)? Aim high, but stay in reality. Don't write down rock star unless you can sing. If you need ideas, The Bureau of Labor and Statistics is a great place to research occupations, salaries, etc... Take a look at the jobs they have listed: [http://www.bls.gov/oes/current/oes\\_stru.htm](http://www.bls.gov/oes/current/oes_stru.htm) and pick one. You can also use your textbook to get more information on various career options. Be as specific or as broad as you need to be. If you know that you want to be a therapist, but you are not sure what type, then do some research and list the three types that interest you the most. Finally, go as high up the career ladder as you can, and do not list stepping-stone positions. For example, do not list child care provider if you want to run your own daycare center someday—list child care director. However, if your dream job is to be a Supreme Court justice, you may also want to list being a Supreme Court clerk, so that you can interview one. For this section of career mapping, create a small table that indicates the job titles and a three-four sentence description of the job.

### Section 2: Completed Informational Interviews

Schedule and conduct informational interviews with **three** individuals that have your actual dream jobs. A minimum of 2 of these interviews should be conducted in person unless they are out of state, in which case you may interview them on the phone or by email, but you must have permission from the instructor to do this. For example, if you want to teach in New York state, you should interview at least one teacher from that school system, but you should also interview a teacher from Fairfax County (in person) so that you are able to learn the differences between the two systems. Do not interview the principal if you want to be a teacher, and vice versa. And do not interview recruiters of any kind unless you want to be a recruiter.

They must all have your dream jobs, starting with number one, and each dream job should be represented. You should explain why you want to interview the individual in the space allotted, particularly if the individual does not have one of your listed dream jobs, or if you have interviewed two people with the same title. Some rules: no relatives, no one on campus (unless you get me to make an exception for a really good reason), and most important, *you may not conduct an informational interview with any person with whom you are planning to discuss internship possibilities.*

You may ask your interviewees anything that you would like, but you must include the 5 questions listed below. Write up each interview (minimum 1 page each), and identify the answers to the required questions.

1. On a typical day, what do you do?
2. What part of this job do you find most satisfying? Most challenging?
3. From your perspective, what are the problems you see working in this field, and what new programs or ideas are most promising?
4. What training or education is optimal for this work?

5. Based on the experience I've had so far, what type of an internship or further work experience do you think would be most useful for me to enter this field? In other words, what is the path to your position?

### **Section 3: Reflections**

Finally, write 3 paragraphs (one for each interview) on how the interview helped you to determine your career path. What did you learn? What had you not realized about this job or thought about before? Also, what have you learned from other research you have been doing about your career goals? Have you changed your mind so far or been able to narrow down your ideas? What do think you will learn from this class (FMSC 383) that will be most useful in your future career?

### **Section 4: Getting Specific about My Career Goal**

Hopefully, after all those informational interviews & additional research, you have a pretty good idea of your current career goal/s. Please write about it here. If you haven't gotten all the details yet, here are a few good websites: Career Planner website, <http://www.careerplanner.com/DOTindex.cfm>, has over 12,000 job titles with position description, and of course, the Bureau of Labor Statistics is an excellent resource for job information, [www.bls.gov](http://www.bls.gov). In a table, include the following information for each job: Name of position; type of organization in which you would work; work conditions and characteristics of interpersonal relationships in this position; job description; salary range.

### **Section 5: Additional Education/ Training/ Work Experience (paid or unpaid) Required for my Career Goal**

You may have learned about additional training and education requirements from your informational interviews or other sources. Information about graduate schools can be found at Petersons Planner: <http://www.petersons.com>. Training can include language acquisition, specific skills as professional writing, specific computer programs, etc... It can also include certificate programs. Idealist.org, Action Without Borders at <http://www.idealists.org> lists numerous volunteer and internship opportunities in the nonprofit sector, as well as nonprofit paid work opportunities. What kind of work experience do you need before you can achieve your career goal? How, where, and when will you obtain this training (be specific)?

### **Section 6: Internship Search**

The primary purpose of this section is to help you find an internship that fills the requirements for HDFS 498 and HDFS 499. The deadline for signed contracts is right around the corner, so start looking now! All HDFS majors must choose internships that will be acceptable for HDFS 498 and HDFS 499. That means they must be local, offer a minimum of 10 hours a week (mentoring positions do not usually offer enough hours), and you must be currently qualified for them.

Things to know: internships can be paid, they do not have to be advertised as an internship, and they can be advertised as a part time job. However your current job will not count as an internship unless you make arrangements for special new responsibilities as a part of your internship. Internships should involve direct service with clients, and minimal administrative duties. Finally, in order to register for HDFS 498 and HDFS 499, all internships must be approved by the HDFS program coordinator, and you must have a completed contract submitted by the deadline.

If you already have your internship arranged, and your contract signed & submitted, use this section to find internships that might be useful for your particular major or in addition to the one you are already doing. It should still be a position for which you are currently qualified.

Write a few sentences that indicate what you are hoping to get out of this internship.

## THEN

- Utilize newspaper help wanted ads and/or Internet search engines, such as Idealist.org., Craig's list, etc... to locate **3 human service internship positions** that sound interesting as possible placements for you for HDFS 400 and HDFS 450.
- **Print out the description and necessary qualifications for each internship position to pass in with this assignment.**
- **Attach to each print- up a typed paragraph or two addressing the following points:**
- Write: (a) the title of the position; (b) the organization offering the position; (c) the location of the organization; and (d) how you located the position.
- Why did you choose this position description for this assignment? Why is it interesting to you? How do you think you might benefit from working in this position? What types of skills and experiences will you likely acquire? How might this help you for your future?
- What is your plan & timeline for pursuing this internship? Do you need to call the organization, send them a resume, set up an interview, etc... Attach dates to each item in your plan. If you are enrolling in HDFS 498 next semester this timeline needs have an internship secured date that is at least two months prior to the beginning of the internship semester.

### Section 7: Cover Letter

*Please write a cover letter and attach a current resume. Follow the listed guidelines – if you have questions about any of the following, I would be happy to answer them...*

- Your cover letter should be addressed to the contact person at one of the aforementioned internships sites. That person must have a name, so if it is not listed in the advertisement, call the agency, and get it.
- It should be professionally formatted. If you are unsure about this, use a Word template, or look up sample letters on the internet.
- It should also have no grammar or spelling errors (for example, no single sentence paragraphs). Double check any word that you have capitalized in a proper dictionary, not on the internet, and make sure that your letter is APA style, which means use a lot of commas, particularly at the end of a series, and before and and because.
- Style and content should be professional and restrained. You want the tone of your letter to be informative, and not obsequious, but you also don't want to sound overconfident.
- Common mistakes: writing that you are an excellent writer or communicator in one sentence, and then having a grammar mistake in the next. It is probably best NOT to say that your are an excellent writer unless you are a journalism or an English major, or have a GPA over 3.75. Most of us are merely good writers, which should be demonstrated and not stated in a cover letter.
- Other common mistakes: overwriting. Try not to use phrases such as: I am looking for a fast-paced environment; I am passionate about \_\_\_\_\_; I am an exceptional \_\_\_\_\_, and I am uniquely qualified. Think of your cover letter as a first date: courteous, enjoyable, not too much, and not too little.
- You don't have to spell out all of your qualifications in your letter, just reference your resume, "As you can see from my resume, I have extensive experience working in customer service." Something like that.
- Your cover letter should be 2 or 3 paragraphs and no longer than 1 page.

### Section 8: Resume

- Your resume should have no grammar or spelling errors (for example, no periods at the end of incomplete sentences).

- It should be no longer than 1 page, so choose listed items wisely, and should be professional.
- Education should be at the top of your resume. Do not include high school – this is assumed. Only include GPA if it is above a 3.0. A section on relevant coursework will probably be more informative than excessive or repetitive detail on minor job responsibilities.
- If you are a Family Science major, you anticipate receiving a Bachelor of Arts – please make sure this is correct on your resume and list the anticipated general date, for example Spring 2015.
- If you are a double major, please make sure that this is correct on your resume. A common mistake is for students to list this as a double degree, which is inaccurate.
- It is very trendy right now to include general skills and summary sections on resumes, but these are generally only recommended for individuals with extensive work history in the same area, and are recognized by potential employers as fillers when this is not the case.

### **Section 9: Career Preparation Timeline**

First, fill in the time line for your college years up until now. Include all information that is relevant to where you are now (for example: declaring your major, pivotal courses or life experiences). Then, map out the path you need to take to achieve your dream job. Look over the previous sections and make sure each plan you listed for obtaining education and training, and work experiences that you need for your career goal is listed on the timeline below (be sure to include your required HDFS internships and any additional internships). Don't forget personal plans! This should be listed in a table with Year # during college and Year # post-college, and a description of what goals you will accomplish.

### **Section 10: Alternative Scenarios**

Expect to change—we all do. As you come closer to your career goal, you may become less sure, for any of a variety of reasons, that it is really the appropriate goal for you. Often these are just jitters that will resolve themselves as you get still closer to your goal. Other times, though, they are an indicator that this goal is not right for you. When this happens, it can be scary, but it's not as scary if you know that there are other career options that you can enjoy.

Select 5 alternative career choices from the Martin book, describe each briefly, how it differs from your dream job in terms of the job itself, the education required, the salary, and why it is a good alternative career choice for you.