



IAPA Bulletin, Summer 2013

Bernardo J. Carducci, Editor

On the International Scene

IAPA Members to Make Presentations at International Conference in Padova



UNIVERSITÀ
DEGLI STUDI
DI PADOVA

International Conference
**LIFE DESIGN & CAREER COUNSELING:
Building Hope and Resilience**
20-23 June 2013 Padova, Italy

The IAPA will be well represented at the Life Design and Career Counseling International Conference to be held in Padova, Italy on June 20-23, 2013. IAPA member Luciano L'Abate has been invited to deliver the plenary address at the conference while IAPA members Carmela Sansone, Mercedes A. McCormick, and Bernardo J. Carducci will be presenting papers at the conference. Presented below are the titles and abstracts of these presentations. More information about the Life Design and Career Conference can be found at:

<http://larios.psy.unipd.it/conference2013/pages/zen-index.php.esi>.

Luciano's plenary address is titled *The Future is Now: Online Interventions are Here to Stay and Grow*



(Abstract): The growth of online interventions is inevitable and the sooner counselors understand the need to change, the better. From an ears-mouth auditory-verbal culture we are now changing to an eyes-fingers, visual-digital culture. Whether we like it or not, counselors will have to learn to work through remote writing and homework assignments, at a distance from participants, without ever seeing them face-to-face or talking with them. The challenge of the future lies in whether counselors want to continue practicing as artists, without any internal or external controls, or whether they want to change to practice as professionals, using replicable uniform standard operating procedures in evaluation and in practice.

Carmela's presentation is titled *Seeds of Tolerance: An Early Childhood Education Syllabus Aimed at Building a Brighter Future for Succeeding Generations* (Abstract): Seeds of Tolerance is an educational program which combines the traditional early childhood syllabus with an emotional and social literacy curriculum with an emphasis



on teaching justice and acceptance of diversity. The uniqueness of this course is that it captures the prescribed areas of child development and fits them into lessons which promote the distinctiveness of each individual and enables children to identify and express their emotions; develop positive relationships; problem-solve; control anger and unwanted impulses, understand the concepts of fairness and cooperation; define prejudice; and avert bullying. It is an all-inclusive program to develop a new generation of children who no longer define others by their race, ethnicity, creed, or sexual orientation while safeguarding values such as tolerance, justice, and peace. A kindergarten (5-6 year olds) class and a preschool (3-4 year olds) class from the Hanover School in Brooklyn, NY were part of a twelve-week pilot program. Pretest and post measures were administered to assess their awareness of similarities and differences, preferences, inclusiveness, empathy and attitudes towards race. In an analysis of the preliminary data, the kindergarten children showed noteworthy improvement in the areas of inclusiveness, empathy, and attitudes towards race. For the younger children, these concepts were more difficult to comprehend and their progress was less impressive. However, the seeds have been planted and hopefully will flower as these children mature. Based on the merits of this program and the initial data, CURE (Community Understanding for Racial and Ethnic Equality), a nonprofit organization in Brooklyn, is reviewing a proposal to open a kindergarten class in that borough based on The Seeds of Tolerance Syllabus.

Mercedes's presentation is titled *Building Hope and Resilience in Students to Pursue a Career in International Psychology* (Abstract): The purpose of this presentation is to illuminate the positive psychology concepts of hope



and resilience in relationship to students' motivation to pursue a career in International Psychology. A dialogue with participants about hope and resilience in regard to student achievement and barriers will be presented. Small groups will be formed according to the number of session participants to discuss how to enhance student motivation for future psychology career advancement. Faculty participants and students will learn about joining the Padua Psi Chi Chapter to become a member of Psi Chi: International Honor Society in Psychology (Padua Chapter application in progress as of



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Bernardo's presentation is titled *Developing and Evaluating a Five-Week Skills-Based Career-Planning Course for Psychology Majors Featuring "The Big Three Skills" Set* (Abstract): This five-week career-planning course for undergraduate psychology majors provides a skills-based focus to help students formulate strategies for



acquiring the necessary knowledge, experiences, and skills to facilitate the university-to-career transition. The course content focuses on the acquisition and utilization of "The Big Three Skills" set (i.e., analytical, communication, and intrapersonal skills) as the basis of career planning and preparation for psychology majors. Week 1 addresses the discrepancy between student perceptions of career preparedness and employment and post-graduate opportunities for psychology majors. Week 2 highlights the value and breadth of the skills (i.e., The Big Three Skills set) acquired during undergraduate psychology coursework for career planning and preparation. Week 3 focuses on identifying resources within the psychology department, within other departments and offices on campus, and in the community for acquiring The Big Three Skills set. Week 4 focuses on utilizing the Campus Career Center and other online career websites for identifying employment or postgraduate educational opportunities and resources consistent with each student's career objective. Week 5 features students preparing a "Career-Planning Timeline." This timeline requires students to outline what actions they need to take (e.g., acquire research experience; enroll in science and communication courses; seek leadership opportunities) and when during their course of study they plan to take these actions in order to achieve their career objectives. In an effort to develop communications skills, each weekly assignment also requires the students to make a brief presentation in front of the class. Student evaluations of the course are highly favorable.