

PROJECT PARTNERSHIP FINAL REPORT – STRENGTHENING MENTAL HEALTH THROUGH EFFECTIVE CAREER DEVELOPMENT: A PRACTITIONER’S GUIDE

April 7, 2021



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Project Partnership Final Report—Strengthening Mental Health Through Effective Career Development: A Practitioner’s Guide

THE PROJECT TEAM

PRIMARY CONTACT

Dave Redekopp, President, Life-Role Development Group Limited.

LIFE-ROLE DEVELOPMENT GROUP LTD. (WWW.LIFE-ROLE.COM)

The Life-Role Development Group Ltd. (the Group) was formed in 1991 by Barrie Day and Dave Redekopp. The Group has since completed hundreds of successful product development (e.g., ALIS’ CAREERinsite system (<https://alis.alberta.ca/careerinsite/>), *Going Somewhere?* Live/Learn/Work publication (<https://alis.alberta.ca/tools-and-resources/content/products/going-somewhere-live-learn-work/>)), research (e.g., Common Indicators study with CCDF (<http://www.crwg-gdrc.ca/crwg/index.php/research-projects/common-indicators>)), practitioner training (e.g., ISC Career Development Competency Program), program development (e.g., Government of Alberta’s Career Development Competency Program) and consulting (e.g., Northwest Community College’s management team career development) projects in the career development area.

AUTHORS

The authors of the resource, Dave Redekopp and Michael Huston, have each been in the career development field for over 25 years.

Dave is president of the Life-Role Development Group Ltd. and has been an avid champion of career development since 1988. He has been awarded provincial and national awards in career development and is widely recognized in Canada as a thought leader in the field. His career development expertise afforded him the privilege of teaching thousands of practitioners, developing dozens of courses, delivering hundreds of talks, conducting a number of research studies, and developing a host of career development resources for practitioners and the public. Dave holds a PhD in Educational Psychology from the University of Alberta.

Michael has been involved in the career development field as a counsellor, practitioner, trainer, and counsellor educator since the early 1990s. He is a Registered Psychologist, counsellor, and associate professor at Mount Royal University in Calgary, Alberta, Canada where he provides counselling addressing personal, educational, and career-related concerns. Michael continues to teach graduate courses and facilitate practitioner workshops focused on counselling skills and intervention strategies. His areas of interest and exploration include counsellor training, career



intervention, stress and coping, and counselling outcomes and evaluation. He is particularly interested in the various connections between career development, mental health, mental illness, and wellbeing.

GRAPHIC DESIGNER

Jo-Anna Sharun of [untitled ink on paper](#), Edmonton, Alberta, was contracted to complete the graphic design, layout, and file formatting for the book. Jo-Anna has designed hundreds of publications and has worked with the Group on a number of projects, including the Alberta Health Services Community Helpers Program Coordinator's Guide, Alberta Human Services Career Development Competency Program, and the RCMP's Drug-Endangered Children resource.

EDITOR

[Dimitra Chronopoulos](#) of Toronto was contracted to edit the book. A very experienced editor, Dimitra had recently edited another CERIC publication, *Career Theories and Models at Work: Ideas for Practice*.

Karen Sherlock, a journalist and award-winning magazine editor in Edmonton, proof-read the book.

PARTNERING COLLABORATORS

The Dean of the Faculty of Education, Simon Fraser University, Dr. Kris Magnusson, contributed a research assistant position to the initiative. This 10 hour/week allocation began in the fall of 2018, before the CERIC partnership, and carried on until July 31, 2019. The position was filled by Rachel Moxham, a student in the Master of Counselling program at SFU (<https://www.sfu.ca/education.html>).



SIMON FRASER
UNIVERSITY



The Australian Centre for Career Education (the operating name of the Career Education Association of Victoria (CEAV)) contributed the time and expertise of Dr. Joanne Webber, their consultant on the Building

Ability through Career Management Project and a disability inclusion specialist, to reviewing drafts from the perspective of Australian career development practice as well as inclusion (<https://www.ceav.vic.edu.au/>).

ADDITIONAL KNOWLEDGE CHAMPIONS

Added to the original partnerships were organizations that contributed to the costs of distributing the resource to participants at Cannexus20. The three knowledge champions, invited to the project by CERIC, are:



**Ryerson
University**

Ryerson University is Canada's leader in innovative, career-oriented education. Urban, culturally diverse and inclusive, the university is home to more than 45,300 students, including 2,600 Master's and PhD students, 3,800 faculty and staff, and nearly 198,000 alumni worldwide. For more information, visit ryerson.ca.

SFU

**SIMON FRASER
UNIVERSITY**

Where innovative education, cutting-edge research, and community outreach intersect, you'll find Simon Fraser University. Our vision? To be Canada's leading engaged university. Founded in 1965, SFU has 30,000 students and 6,500 faculty and staff at three vibrant campuses in the greater Vancouver area, together with more than 160,000 alumni around the world. sfu.ca

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Inspiring Lives.

For over a century, Wilfrid Laurier University has been recognized for academic excellence through diverse, relevant and inspiring programs offered at each of our campus locations – Waterloo, Brantford, Kitchener and Toronto. Pivotal to the Laurier experience is our commitment to engaging all students in their career development as they prepare for the future. wlu.ca

INFORMAL REVIEWERS

The Group used its network to recruit individuals interested in reading drafts of chapters as they were being written. The following individuals provided valuable feedback:

- Andrew Culberson, Learning Specialist, Universal Design for Career Education, Education Support Services, New Brunswick Education and Early Childhood Development
- Trisha Kurylowich, Career and Employment Consultant, Peace River, Alberta
- Don MacInnis, Organization Development Consultant, Calgary, Alberta
- Peter Robertson, Associate Professor/Head of Social Sciences, University of Edinburgh, Edinburgh, Scotland
- Mark Slomp, Executive Director, Student Services, Student Affairs, University of Lethbridge, Lethbridge, Alberta



EXECUTIVE SUMMARY

The project saw the development of a book for career development practitioners that addresses their role in supporting or improving mental health and potentially preventing or reducing the severity of mental illness. The book complements CERIC's "Career Services Guide: Supporting People Affected by Mental Health Issues," a resource concerned with mental illness in a career development context. The "Strengthening Mental Health" book focuses primarily on the mental health outcomes associated with career development, helping practitioners learn how their work already bolsters mental health and potentially intervenes with mental illness, how they can more effectively strengthen clients' mental health, ways to measure mental health outcomes in their practices, and ways to communicate to stakeholders the vital role of career development in enhancing mental health.

Development of the book entailed (a) pursuing ongoing literature research on the relationships between career development and mental health, (b) continuing to refine a model of career development and mental health, (c) investigating the practical implications, methods and ethical correlates of explicitly addressing mental health in career practice, (d) seeking and/or creating practical measures of mental health outcomes relevant to career development practice, (e) creating pragmatic communication strategies by which practitioners can inform stakeholders of career development and mental health connections, (f) writing/editing/designing the book and (g) reproducing/marketing/distributing the book. Steps (a) to (f) were achieved in seven months, with (g) being an ongoing process. The overall budget for the resource (excluding reproduction/marketing/distributing) was anticipated to be \$81,551, with the Group contributing \$12,000, Simon Fraser University contributing \$7,568, Australian Centre for Career Education (ACCE) (also known as CEAV) contributing \$9,600, and CERIC contributing \$49,905. The Group also requested that CERIC manage the reproduction/marketing/distribution of the resource. The Group contributed significantly more than anticipated in writing and administration time, but an exact amount is not known. ACCE contributed slightly less than anticipated (\$10,000) due to currency exchange rates. Knowledge champions -- Ryerson University, Simon Fraser University, and Wilfrid Laurier University -- were brought into the partnership by CERIC to contribute funds to the production of the book for Cannexus20 attendees.

The impact of the resource will be manifold, ranging from practitioner renewal to increased funding for career development services. Specifically, practitioners will: feel invigorated about their work and its higher purpose; achieve improved client career development outcomes by ethically incorporating the topic of mental health into their practice; achieve improved and identifiable mental health outcomes in their practice; use measures to collect evidence about the mental health outcomes of their practice; and obtain greater funding and moral/political support for their practice.



THE PROJECT'S CONNECTIONS TO CERIC'S MISSION, VISION AND STRATEGIC PRIORITIES

The background literature analysis as well as the integration of this analysis into a usable resource for practitioners clearly falls into CERIC's aim to advance education and research in career counselling and career development. The resource also fits squarely with CERIC's aim of increasing the social wealth and well-being of Canadians, an enormous part of which is linked with individual well-being and mental health. From a strategy perspective, this resource targets CERIC's "research & learning" objective, but it may have even more power regarding the "advocacy & profile" objective: This resource will "facilitate conversations between career practitioners and their constituents and communities to raise the profile and value of the career development field."

THE GAP THE RESOURCE FILLS IN THE CAREER COUNSELLING FIELD

This resource fills several important gaps in the career counselling field. By differentiating mental health and mental illness, it will help practitioners feel ethically and practically more comfortable incorporating mental health conversations into their career development practice. By helping practitioners with skill development targeting inclusion of mental health in career counselling/career development practice, the resource will improve the mental health outcomes achievable via career development services. The resource will also fill significant gaps in collecting evidence regarding the mental health outcomes related to career development services as well as in using the evidence to communicate value to stakeholders. Currently, practitioners cannot make the case that career development contributes to mental health, leaving funders and administrators seeking other remedies for mental health issues, potentially at the expense of career development services.

Practitioners are aware there is an important connection between career development and wellbeing, and they are hungry to learn more about the mechanisms supporting this connection. The connection is not usually addressed in career practitioner programs, nor are practitioners trained how to navigate these conversations within the boundaries of their role. Practitioners want to know how to address and support mental health concerns more effectively and ethically. Currently, practitioners often avoid discussing mental health concerns with clients because of fears that they may be working outside their boundaries of competence and therefore engaging in an ethical breach.

Practitioners also want to be seen as valued contributors to mental health by key stakeholders such as their clients, administrators and funders, and they know this will happen only if appropriate evidence is collected and disseminated. In some settings, practitioners are concerned that service funds will be re-allocated away from career development practice and toward mental health initiatives. They need language and evidence that career development intervention is mental health intervention.



TARGET AUDIENCE AND STAKEHOLDERS

This resource targets front-line career development practitioners (e.g., employment counsellors, career and academic advisors, school-based career practitioners, guidance counsellors, career counsellors). Stakeholders who will be interested in the resource will be administrators of career development services as well as administrators of mental health services that co-exist with career development services (e.g., post-secondary student wellness services). We anticipate developing collateral/spin-off resources for other stakeholders, such as researchers, mental health professionals, educators and human resource professionals in the future.

PROJECT DELIVERABLES

The project's main objective is the dissemination of current research and thinking regarding career development practice and its impact on mental health/mental illness combined with practical suggestions for enhancing this impact. Key measures would include the number of resources purchased and/or downloaded and a follow-up survey regarding usage and impact for those who have acquired/used the resource.

PLANS VERSUS EXECUTION

For the most part, the project proceeded as planned. The exceptions are listed and described below:

- The literature review and model-building process uncovered important inconsistencies in the way scholars and public health organizations define “mental health.” This led the authors to an unexpected detour, one involving determining common indicators of mental health across a host of psychological, sociological, medical and public health definitions. The effect on the book is subtle but important. Isolating components of mental health more clearly revealed areas in which career development contributes to mental health outcomes definitionally, directly and indirectly.
- The book comprises 204 pages of text rather than the anticipated 100-150 pages.
- The treatment of ethical concerns changed significantly from the original expectations of including comparisons to various codes of ethics. The use of Keyes’ dual-continua model of mental health allowed the book to address ethical concerns in broad terms rather than dealing with the minutia of ethical guidelines. The evaluation surveys suggest this area of ethics had the greatest learning impact on readers.
- The original plan was to have Canadian and Australian versions of the book. Joanne Webber, the ACCE/CEAV consultant reviewing the book, provided suggestions that enabled a single version to be written that accommodated both Canadian and Australian audiences. The version distributed by ACCE/CEAV required only a different cover than the main version.
- Although some tasks took a little longer than anticipated and others took less time, the project moved apace and was, overall, ahead of schedule. This enabled the book to be released at CANNEXUS in January 2020, which was about six weeks earlier than planned.



- Once the decision was made to press for a January launch, one misunderstanding on the Group's part almost threatened the new release date: The Group did not understand the time requirements of the "test print," thinking that it was almost an instantaneous event rather than one requiring a week or two to complete. Also, lack of clarity on the Group's part slowed the release of the ePub version of the book.
- The original plan had a three-webinar series being created to support the book. This changed to having a single one-hour webinar (April 3, 2020) as well as a four-webinar series (September/October 2020).

THE NEED FOR THE PROJECT

The book fills several important gaps in the career development field. By differentiating mental health and mental illness, it helps practitioners feel ethically and practically more comfortable incorporating mental health conversations into their career development practice. By helping practitioners with skill development re: incorporating mental health into career counselling/career development practice, the resource will improve the mental health outcomes achievable via career development services. The book also fills significant gaps in collecting evidence regarding the mental health outcomes related to career development services as well as in using the evidence to communicate value to stakeholders. Currently, practitioners cannot make the case that career development contributes to mental health, leaving funders and administrators seeking other remedies for mental health issues, potentially at the expense of career development services.

Practitioners are aware there is an important connection between career development and wellbeing, and they are hungry to learn more about the mechanisms supporting this connection. The connection is not usually addressed in career practitioner programs, nor are practitioners trained how to navigate these conversations within the boundaries of their role. Practitioners want to know how to address and support mental health concerns more effectively and ethically. Currently, practitioners often avoid discussing mental health concerns with clients because of fears that they may be working outside their boundaries of competence and therefore engaging in an ethical breach.

Practitioners also want to be seen as valued contributors to mental health by key stakeholders such as their clients, administrators and funders, and they know this will happen only if appropriate evidence is collected and disseminated. In some settings, practitioners are concerned that service funds will be re-allocated away from career development practice and toward mental health initiatives. They need language and evidence that career development intervention is mental health intervention.



PURPOSE AND IMPACTS

This project's deliverable was a guide for career development practitioners, a guide that would have the following impacts:

- improved career development practice by showing practitioners how to ethically integrate acknowledgement and awareness of mental health concerns into career development processes;
- improved morale of career development practitioners by virtue of seeing the mental health impact of their work;
- improved cross-service communication between career development service providers and mental health service providers;
- improved career development practitioners'/administrators' ability to make the case for the value of their service;
- improved sustainable mental health of Canadians via career development practice that addresses core issues rather than only symptoms;
- provision of a research synopsis needed to promote policy change regarding career development and mental health connections; and
- provision of a model and research synopsis upon which career development researchers can build an evidence base.

These aims did not change over the course of the project.

PARTNERSHIPS AND COLLABORATIONS

The partnerships worked as intended and worked well. Setting aside financial support, the project saw:

- CERIC providing timely guidance and feedback regarding the overall process, the document itself (via its volunteer reviewers), areas impacting marketing (e.g., the book's title), and the publishing requirements;
- CERIC taking the lead on marketing the book, encouraging additional messaging (e.g., an article in *Careering*, a Careerwise blog post), obtaining and helping the authors obtain endorsements for the book, ensuring on-time publication of the book, creating an e-pub version, finding Knowledge Champions (Ryerson University, Simon Fraser University and Wilfred Laurier University) to purchase the book for CANNEXUS attendees, and orchestrating a launch at CANNEXUS;
- CERIC following up the launch by hosting a free webinar (April 3, 2020) and planning a cross-Canada workshop series on career development and mental health, which then became a four-webinar series in the fall of 2020;



- Simon Fraser University Faculty of Education’s research assistant providing articles, article summaries and critiques of articles that were reliably and articulately delivered; and
- CEAV’s consultant providing helpful feedback regarding language and tone for an Australian audience and for inclusivity purposes.

The efficiency of each partner resulted in very few meetings over the course of the project. Each partner did its work reliably and well, and meetings were held only at key intersection points (e.g., selecting a title, which affected both the book’s content and marketing efforts) or points at which advice of a partner was required (e.g., how to approach experts to write endorsements for the book).

Two other possible partners were approached by the Group, the Institute for Work & Health (IWH) and the Mental Health Commission of Canada (MHCC), but both declined to join the initiative. However, the discussions created an interest in the project that still may bear fruit in the coming year.

The Group used its network to recruit individuals interested in reading drafts of chapters as they were being written. The following individuals provided valuable feedback:

- Andrew Culberson, Learning Specialist, Universal Design for Career Education, Education Support Services, New Brunswick Education and Early Childhood Development
- Trisha Kurylowich, Career and Employment Consultant, Peace River, Alberta
- Don MacInnis, Organization Development Consultant, Calgary, Alberta
- Peter Robertson, Associate Professor/Head of Social Sciences, University of Edinburgh, Edinburgh, Scotland
- Mark Slomp, Executive Director, Student Services, Student Affairs, University of Lethbridge, Lethbridge, Alberta

ACTIVITIES

The following activities were undertaken:

1. Literature Review. A literature review of career development and mental health connections was conducted, building on a significant review of the literature on work and mental health, published in the British Journal of Guidance and Counselling (Redekopp & Huston, 2018).

Started prior to the partnership and continued through to September, 2019

2. Model Refinement. We developed a conceptual and visual model illustrating the linkages between career development, work, mental illness and mental health. The above literature review provided information that enable us to refine the model and support it with evidence. The aim of the model is to provide a clear and communicable framework by which practitioners can talk with themselves, administrators, funders, clients and other stakeholders about the contribution of career development to mental health.

May through to September, 2019



3. *Scope & Style Definition.* The scope of the resource was anticipated to be approximately 100-150 pages of text (assuming a format such as CERIC's "Career Development Practice in Canada") that addressed the content below. The book was 204 pages without references. The outline follows, with the final table of contents reproduced in Appendix A:

- Introduction
- Why Connect Career Development & Mental Health?
The main thrusts here will be explanations of (a) the need to show what career development contributes to mental health given the nation-wide (in many nations) attention on mental health and (b) the opportunity to improve practice by seeing the career development-mental health connections.
- Let's be Clear
Differentiating Career Development and Work
Distinguishing Mental Health and Mental Illness
Differentiating Career Development Practitioner and Mental Health Professional (the latter differentiation will reference the "Ethical Implications" chapter and will also address labelling and functional differences re: career counselling / guidance / advising)
- Career Development, Work, Mental Illness and Mental Health: Latest Research
Mental Illness Effects on Work
Work's Effects on Mental Illness
Mental Health Effects on Work
Work's Effects on Mental Health
Mental Illness Effects on Career Development
Career Development Effects on Mental Illness
Mental Health Effects on Career Development
Career Development Effects on Mental Health
- A Career Development – Mental Health Framework
Framework Overview
Framework Practice Implications
Framework Research Implications
- *NOTE: A chapter titled "Career Development Intervention and Stress" was inserted here. It was originally intended to be part of the "Skills and Strategies" section, below.*
- Ethical Implications
Canadian Standards and Guidelines for Career Development [*NOTE: The book addresses ethical considerations in a general way, showing how the considerations apply to a number of ethical guidelines*]
Ethical Guidelines (This chapter/section will include identifying/reviewing key ethical considerations germane to mental health regarding areas such as boundaries of competence, role clarification and referral processes. It will also address processes by which practitioners can contextualize practices ethically within existing organizational systems. For example, most organizations have policies regarding issues of confidentiality, documentation and records management. This section will help practitioners determine, either alone or in discussion with colleagues/leaders, if and how these policies and practices may need to be adapted to ethically accommodate mental illness or mental health concerns.)
- Practice Implications
Weaving mental health concerns into career development practice



Summary of the dominant issues (e.g., depression, anxiety, substance use)

- Skills and Strategies

Practitioner Skills Review

Skills for Including Mental Health in our practice

How do I ask? how do I assess? how do I ask about others' diagnoses? how do I talk about how issues are being managed?

Recognizing and accounting for professional boundaries (e.g., competence, role, resources, ethics)

Stress and stress management fundamentals - demands and coping (e.g., if you know you can cope, you have hope)

Assisting clients with work issues so that work supports wellbeing or at least does not cause mental health concerns

Addressing dominant issues with youth, transitions, and schooling

- Communication with Mental Health Professionals [*NOTE: This section was merged with "Influencing the Influencers" into a larger chapter titled "Engaging Allies and Stakeholders: From the Inside-Out"*]

Ethics in Practice (Confidentiality and Consent)

Collaboration with mental health professionals

Referrals to mental health professionals

- Evaluation & Influence

Gathering evidence of the mental health impact of career development work

Using evidence to improve practice

Using evidence to communicate with stakeholders

- Influencing the Influencers [*Note: This became "Engaging Allies and Stakeholders: From the Inside-Out"*]

How to find out which stakeholders have an interest in mental health

How to make the case for career development re: mental health

- Conclusion

May/June, 2019

4. Resource Development. With the research done and the scope/style broadly determined, we developed a draft of the resource for review by CERIC and our informal reviewers. We included the assistance of a graphic designer from early in the project so that the thematic nature of the writing, layout and images are all aligned with the resource's overall intention.

May-September, 2019

5. Resource Evaluation Plan. In conjunction with the "resource development" step above, an evaluation plan for assessing resource usage and impact was created. The plan includes key metrics and needed survey(s). [*NOTE: This was delayed largely because the authors' focus was on completing the book.*]

August-November, 2019

6. Resource Revisions. After receiving feedback on the document compiled by CERIC, the text of the resource was revised. It then went to the editor, who made many grammar/voice/wording changes and several structural changes. [*NOTE: We originally expected the need to create two*



slightly different versions, one for Canada and one for Australia. Due to the help of Joanne Weber of CEAV, it became apparent that a single version would serve both audiences; all that was needed was a different cover for the Australian version.]

late September-mid October, 2019

7. *Design & Layout.* The text was sent to the designer for layout and graphics within InDesign software.

late October-late November, 2019

[NOTE: A step was added at this point to hire a proof-reader to ensure that all original errors were caught as well as any errors introduced in the layout process. This took place in late November. This was extremely valuable.]

8. *Reproduction, Marketing & Distribution.* At this point, CERIC's expertise took over to ensure the resource was reproduced actually and virtually and marketed/distributed via CERIC's typical mechanisms. The co-authors presented on career development and mental health at Cannexus in January, 2020, and the book was launched at the wine-and-cheese reception on the first day of the conference. About 1,100 books, many of which were signed during the wine-and-cheese event, were distributed to attendees.

The authors developed a webinar to promote the book and delivered it via CERIC on April 3, 2020 to over 1,100 participants, many from countries outside Canada.

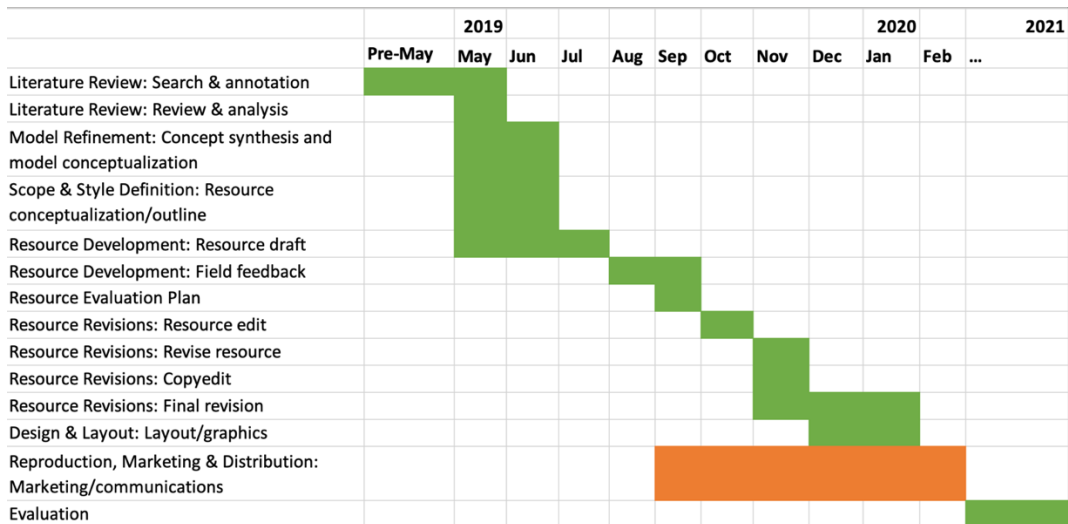
August, 2019 to ongoing...

9. *Evaluation.* The evaluation plan is currently being executed.

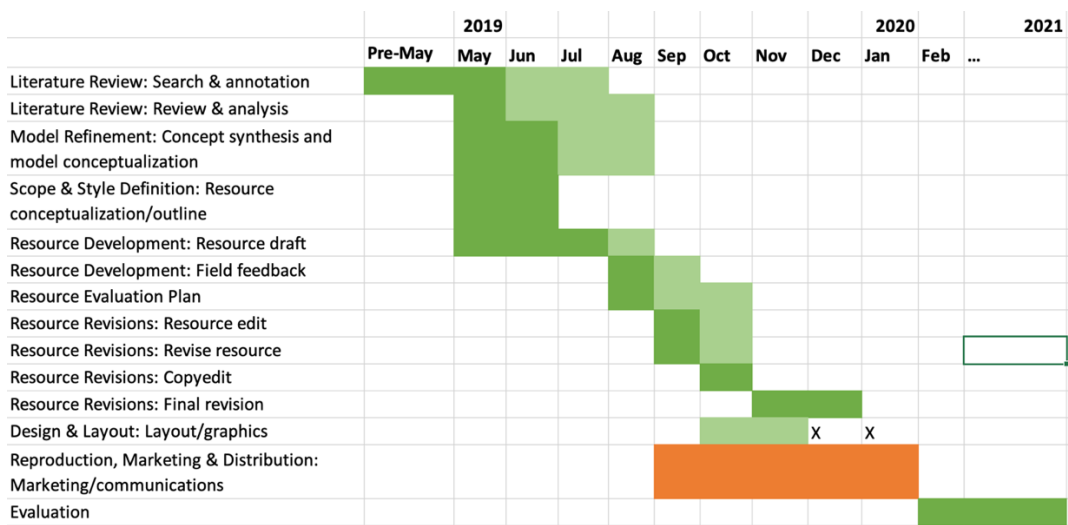
Ongoing...

TIMELINES

The original schedule for the project is provided below. The orange segments indicate CERIC's main tasks.



The actual schedule is provided below. The light green represents additional time requirements, and the X's mark where time was allocated but not used. Note that each block of time can be out by half a month.



DELIVERABLES

The main deliverable of this project is the practitioner’s handbook, *Strengthening Mental Health Through Effective Career Development: A Practitioner’s Guide*. The handbook is available in print, pdf and ePub formats.

Collateral deliverables are (a) a one-hour webinar and (b) a four-session webinar series, both hosted by CERIC, and developed and delivered by the authors.



MARKETING AND DISSEMINATION

The Group had already presented explicitly on the topic of career development and mental health at the Alberta Career Development Conference (2017), Canadian Psychotherapy Association Conference (2017), Cannexus (2018), Contact Conference (2018), and two locations in Victoria, Australia for the Career Education Association of Victoria (2018). The Group also completed 1-day workshops in four locations in Alberta (2018), six locations in Saskatchewan (2019) and in Vancouver, BC (2019). Independent of the current stream of work, Michael Huston has presented on career development and mental health issues at a variety of conferences over the past decade.

Regarding the resource itself, a key reason that the Group wished to partner with CERIC is its ability to share information and resources with the career development community. The Group anticipated fully supporting CERIC's efforts in promoting the resource and was pleased to do so via presentations, webinars, and other means generated by CERIC and the Group. The Group wanted CERIC to take the lead on promotional efforts for the resource, including communicating the impact of the resource, and this is what transpired.

In Australia, the CEAV marketed and distributed an Australian version of the resource to its membership in collaboration with CERIC. The CEAV's membership is 750 across Australia including secondary school, higher education and adult education members. The CEAV also has 200 students studying in the CEAV Institute.

The Group's marketing and dissemination efforts focused on:

- Following CERIC's lead for articles, webinars, conference presentations, and workshops
- Developing an internet presence for the CDMH work with a semi-regular blog
- Presenting at career development and related conferences
- Pursuing its own client base for leads on webinars, workshops and book sales.

The Group's intention was to use the book as a way of marketing workshops and consulting projects that would generate revenue. The book was looking to be successful in this regard before COVID-19. CERIC had begun to line up some one-day workshops across Canada, and the Group had a contract to deliver a two-day workshop as well as a consultation day to a group in St. John's. The pandemic put these initiatives on hold. However, a number of the planned sessions were eventually rebooked as virtual events, resulting in the following workshops, webinars and presentations being delivered since the launch of the book:

Conference presentations

- Cannexus (2021) (327 participants)
- Geelong Career Teachers Association Professional Development Day (2021) (35 participants)
- Manitoba Association for Career Development Conference (2020) (35 participants)



- Metropolis (2021) (Delivered with Immigrant Services Association of Nova Scotia) (? participants)
- Quariera (2021) (Delivered with Peter Robertson, Edinburgh Napier University) (20 participants)

Symposia

- Connecting Career Development and Mental Health for Youth Research Initiative (2020) (2 sessions with about 40 participants each; one session co-delivered with Peter Robertson, Edinburgh Napier University)

Webinars

- BECOME Education (2020). The intersection of wellbeing & career development #K12. Panel with Liv Pennie, Jim Bright, Michael Huston & Dave Redekopp. (75 participants)
- CERIC (2020) (Overview of CDMH ideas) (1,100 participants)
- CEAV (2020) (Overview of CDMH ideas) (60 participants)
- CERIC (2020) (4-part series) (78 participants)
- UBC Counselling Program (2020) (24 students)
- Yorkville University “Ask an Expert” Series (2020) (unknown number of participants)

Virtual workshops

- New Brunswick Education & Early Childhood Development “Capacity for Courage” Project – a two ½-day workshop series with approximately 60 anglophone and francophone educators across New Brunswick
- Newfoundland & Labrador Community Employment Collaboration – a four ½-day workshop series with about 70 career and employment counsellors from across Newfoundland and Labrador
- Northern Alberta Institute of Technology (NAIT) – a four ½-day workshop series with 20 career, academic and student advisors

Redekopp and Huston are currently booked for conference presentations in 2021 at the Alberta Career Development Conference and Saskatchewan Industry Education Council’s Annual Career Development Conference - Contact 2021; professional development sessions for Australian Capital Territory (ACT) career educators and Career Development Institute (England) career practitioners; and a master class for Career Development Institute practitioners prior to June, 2021. Discussions are underway with anglophone employment practitioners in Quebec to develop a virtual workshop targeting both mental health and mental illness.

REVENUE GENERATION / COST RECOVERY

The original intention, that CERIC would eventually recoup some of its investment in sales, still holds. The Group’s investment will likely be returned in the form of workshop/training sales.



MONITORING AND EVALUATION

The project was to demonstrate success in three categories. One category regards the product itself – how much it is acquired and what kind of feedback people have regarding the product. The second category is impact on practitioners’ practice, morale, outcomes and influence. Success will be indicated by follow-up surveys, interviews and/or focus groups revealing these impacts in consistent ways and not revealing negative unintended consequences. The third category includes impact on research/thinking regarding career development and mental health connections. If the resource and its information is used as the basis for conference presentations, workshops and webinars by individuals across the country, it would be a significant achievement. This achievement would be heightened if researchers referred to the resource in articles and books.

The outcomes were to have been measured as follows:

- Product – counts of downloads and feedback surveys on readability, practicality, and perceived value
- Impact on Practitioners – surveys to readers/users regarding the resource’s influence on their practice, morale, and outcomes
- Impact on Thinking/Research – number of uses of the resource within career-related conference presentations in Canada the year following publication of the resource and the number of citations the resource receives in academic literature worldwide the 3 years following publication of the resource.

One change from the original evaluation plan was in the surveys. Two surveys were developed – a very concise survey addressing utility and impact and a longer survey addressing learning. In the interests of brevity, we did not include questions regarding changes in practitioner morale or the outcomes practitioners were measuring/achieving. Fortunately, the open comments of practitioners provided some of this information within the surveys.

The other change from the original evaluation intention was that no focus groups with practitioners took place. We gathered a considerable amount of informal feedback from participants in workshops and presentations, feedback that we felt was equivalent to what would have been garnered in a focus group session. However, one or more focus group sessions would be worthwhile if a second edition of the resource were to be developed.

IMPACT ASSESSMENT/OUTCOMES

All figures referred to below represent information received up until March 25, 2021.

DISTRIBUTION



Downloads: 3,001

Hardcopies and ePubs: 2,350

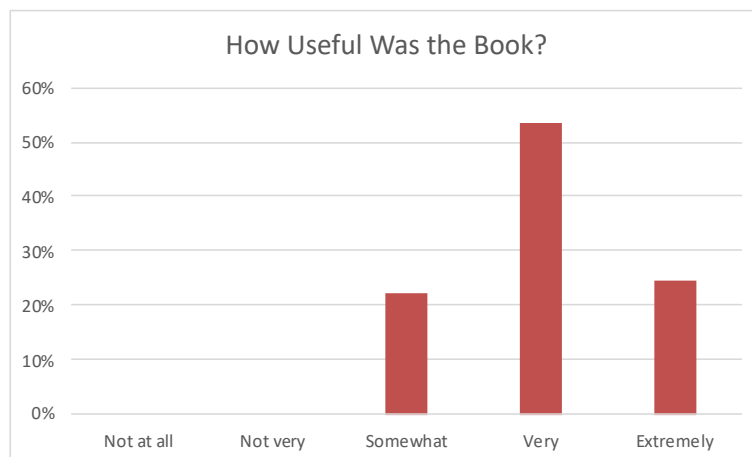
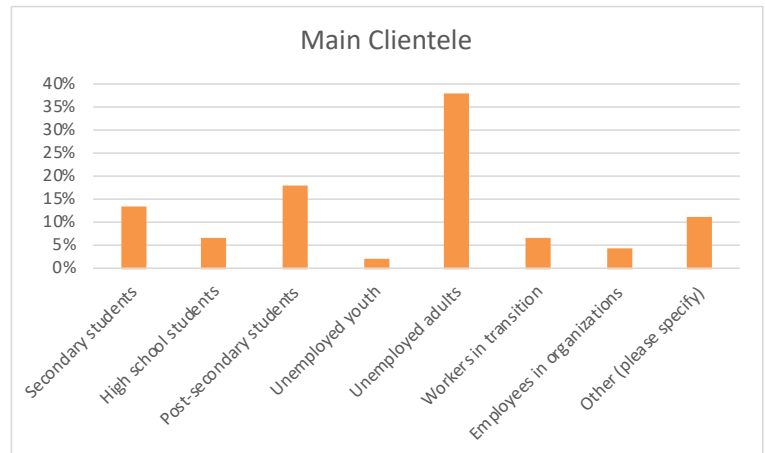
SURVEY FEEDBACK

Two surveys were made available to readers via SurveyMonkey. A concise survey comprising four questions and a full survey asking for learning ratings for each chapter are provided with the responses in Appendices B and C, respectively. Note, responses to the last question in each survey have been removed from the appendices as they contained names and contact information of individuals interested in being in the draw for a free webinar.

CONCISE SURVEY RESULTS

Forty-five (45) individuals completed the concise survey.

1. Main clientele. About 38% of respondents worked with unemployed adults, with the remaining having clients spread across a wide range of groups. Those who selected “other” either added newcomers and/or indicated that they worked with several groups on the list.



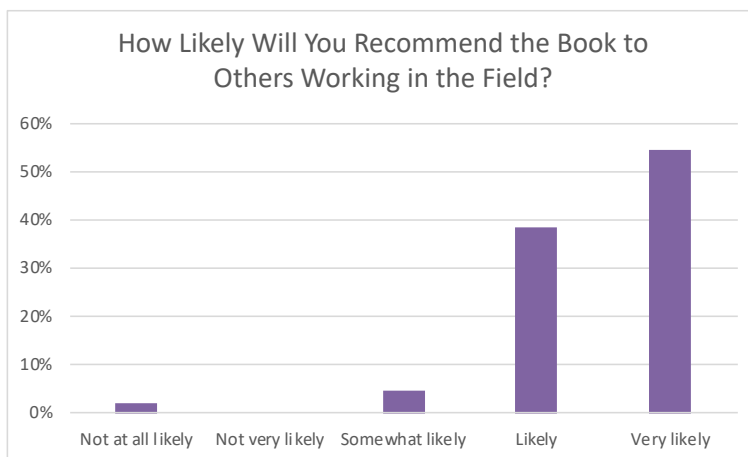
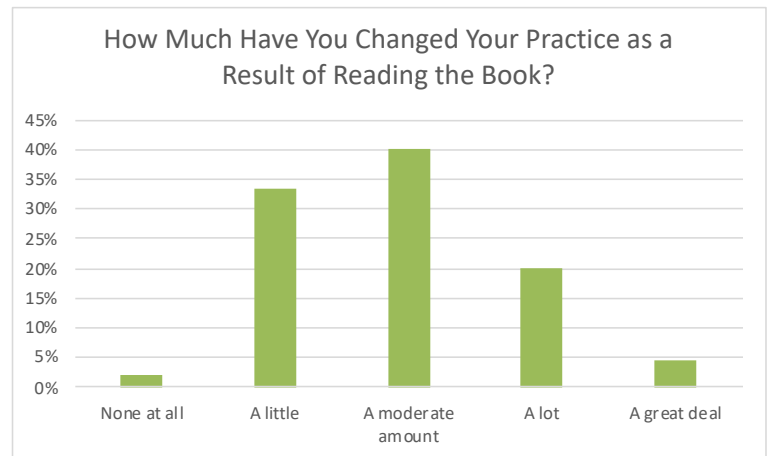
2. Usefulness of the book. All respondents found the book somewhat-to-extremely useful. The main areas of commentary include references to:

- Acknowledging the mental health impact of career development work
- Getting ideas regarding ways to measure the mental health impact of career development work
- Getting ideas for ways to talk about mental health with clients in “non-scary” ways
- The ease with which it can be read and understood



- Providing a structured approach to working with clients
- The potential value of having worksheets/1-pagers for clients and stakeholders
- Creating new interventions with clients based on the book

3. Change in practice. About 2/3 (64%) of respondents indicated their practice has changed a moderate amount or more as a result of the book. The comments were quite wide-ranging from “I have changed my approach...” to “Still working on it” to “I was already sensitive to this matter....”



4. Recommend to others. A large majority, 93%, of respondents indicated they were likely or very likely to recommend the book to others in the field. The average rating was 3.4 out of 4¹.

¹ The actual calculation by SurveyMonkey is 4.4/5, but the scale runs from 1 to 5. For reporting purposes, we changed the scale from 0 to 4 to provide a more accurate depiction of respondents' sentiments.



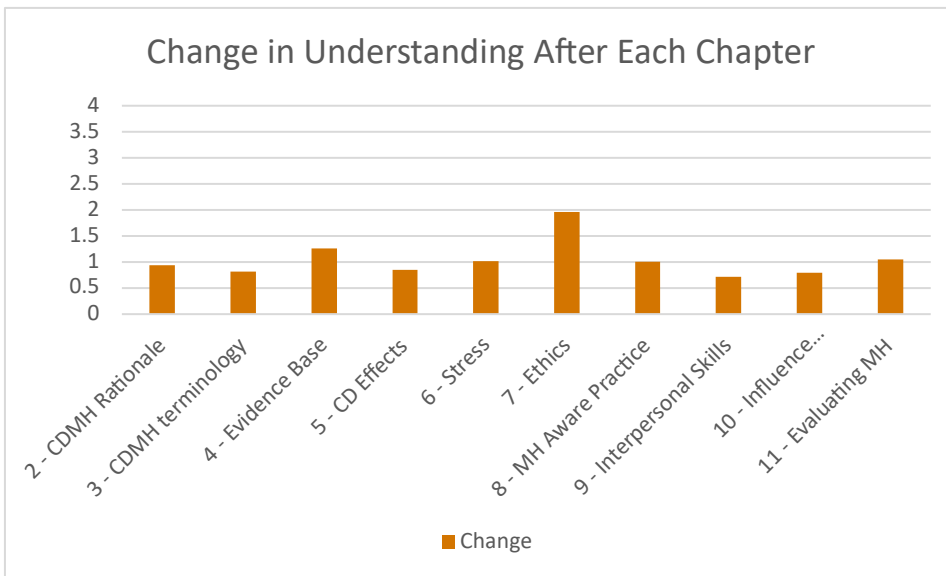
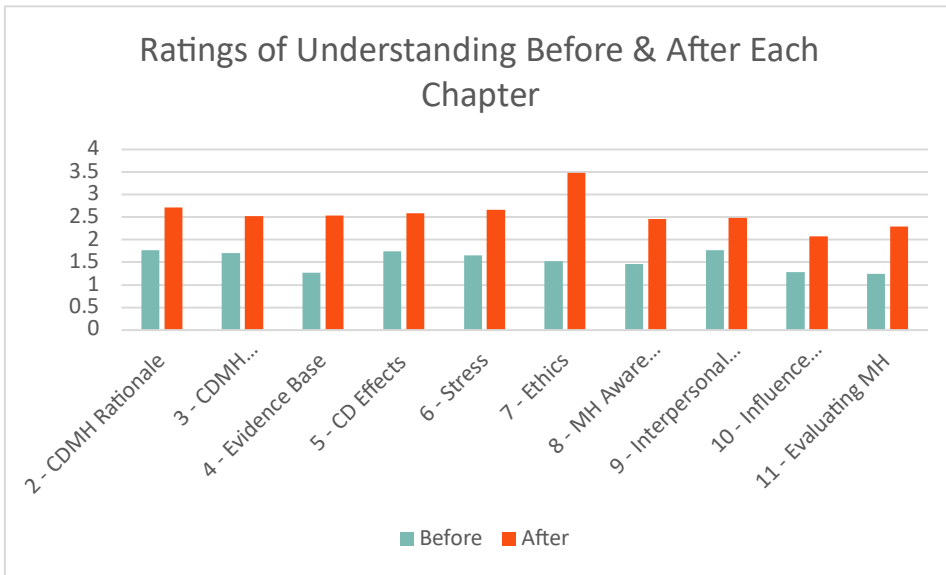
FULL SURVEY

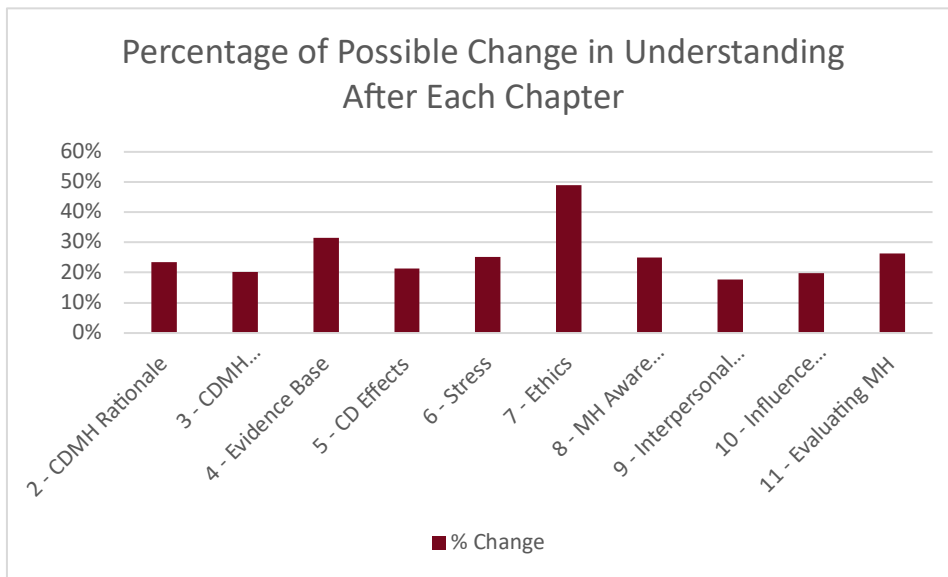
The full survey was completed by 37 individuals. The survey comprised “before” and “after” ratings of the reader’s understanding of the main topic addressed in the chapter (the introductory and concluding chapters were not included). In all cases, readers indicated improved understanding, as shown in the table below.

Chapter	Before	After	Change	Percentage of Possible Change ²
2 - CDMH Rationale	1.77	2.71	0.94	24%
3 - CDMH Terminology	1.71	2.52	0.81	20%
4 - Evidence Base	1.27	2.53	1.26	32%
5 - CD Effects	1.74	2.59	0.85	21%
6 - Stress	1.65	2.66	1.01	25%
7 - Ethics	1.52	3.48	1.96	49%
8 - MH Aware Practice	1.46	2.46	1	25%
9 - Interpersonal Skills	1.77	2.48	0.71	18%
10 - Influence Stakeholders	1.28	2.07	0.79	20%
11 - Evaluating MH	1.24	2.29	1.05	26%
AVERAGES	1.54	2.58	1.04	26%

The before and after scores, the change scores, and the percentage change values are represented visually in the three graphs below.

² The percentage changes are provided to make it easier for the reader to compare the chapters’ different change scores. These are not true percentages with this sample size because the 0-4 scale is ordinal.





The highest change score is noteworthy. The chapter addressing ethics was associated with a change of almost two full increments (1.96) out of four possible increments. This represents 49% of the maximum possible change.

QUALITATIVE FEEDBACK

In lieu of focus groups, a great deal of qualitative feedback was obtained from participant feedback/discussions in workshops and focus groups. In terms of strengths, practitioners reliably mentioned that the book is:

- Readable – the resource is seen as direct, non-academic, and easy to follow.
- Credible – although the writing is down-to-earth, practitioners appreciate that effort went into seeking and synthesizing the evidence-base.
- Usable/practical – practitioners appreciate the research being summarized but they more highly value the practical components of the book.
- Perception-changing – many practitioners commented on the ways the book changed some long-held perceptions, particularly with regards to mental health/mental illness distinctions, the relationships between their practices and stress reduction, and the ways in which they could ethically keep within their professional/role/competence boundaries while broaching the topic of mental health with clients.
- Validating – perhaps the most common feedback received were comments similar to “I knew my work contributed to mental health and well-being, but I didn’t have the language or evidence to describe the impact.”

Regarding suggestions for change, we heard:



- Incorporate issues related to equity, diversity and inclusion vis-à-vis mental health. This suggestion was made only once, but it would be an obvious area to address if another edition of the book was produced.
- Include more on helping clients as they wait for professional mental health services. We repeatedly heard that front-line practitioners have a quite high percentages of clients they would like to refer to mental health services and a high percentage they actually do refer. In one poll with 37 practitioners across Newfoundland and Labrador, for example, practitioners said they would refer about three-quarters of their clients for mental health help if more help was available, and that they do refer about one-third of clients for these services. Over half of these practitioners indicated that clients they refer wait for over 6 months for mental health services. Career development practitioners are often left holding the relationship with the client for those months, but they do not know how best to do so.

CITATIONS

Como, R., Hambley, L., & Domene, J. (2021). An exploration of work-life wellness and remote work during and beyond COVID-19. *Canadian Journal of Career Development, 20*(1), 46-56.

INFLUENCES

Although it may be too early to see the book being cited in academic papers, we can already see the influence of the work on career development and mental health connections on research and practice. The most visible areas of influence are described below.

- Simon Fraser University's *Connecting Career Development and Mental Health for Youth (CCDMHY)* is a project initially discussed with Dr. Kris Magnusson (SFU Dean of Education) at Cannexus 2019 after the "mega-session" on career development and mental health and then articulated at Cannexus 2020 after the book was launched and a session on career development and mental health was delivered. Dr. José Domene of the University of Calgary joined the initiative shortly thereafter, as did Dr. Krista Socholotiuk of SFU. The result was that funding was obtained from the Social Sciences Humanities and Research Council for a three-year project to develop partnerships with education systems and governments. The project includes two school districts in BC as well as the BC Ministry of Education, the Saskatoon Industry-Education Council and several school divisions under the Councils banner, SK Ministry of Immigration and Careers Training and SK Ministry of Education, and NB's Education Ministry (Anglophone). The CDMH book will be a central resource supporting online courses and a national community of practice.
- The Group has been working with the Canadian Career Development Foundation (CCDF) to develop a simple measure of mental health change, the *Mental Health Outcomes Survey (MHO-5)*. The MHO-5 aligns well with CCDF's PRIME client management software and, pending further testing, could become part of a regular check-in process with practitioners who use PRIME. The MHO-5 is currently undergoing beta testing with



various client groups across Canada and preliminary discussions have begun with the Welsh Government to test it in Wales, UK.

- The testing of the MHO-5 has been assisted by the Immigrant Services Association of Nova Scotia (ISANS), who contacted the Group after participating in the CERIC webinars. Further, the beta testing of the MHO-5 led ISANS and the Group to co-present a session at the Metropolis conference in March 2020 to a group of over 100 participants.
- The Australian Centre for Career Education (ACCE, also known as Career Educators Association of Victoria (CEAV)) invested in the development of the book as part of the launch of a new division within the organization, CEAV R&D (<https://www.ceav.vic.edu.au/about/ceav-research-and-development-division/>). The promotion of the book has resulted in interest elsewhere in Australia. We have delivered a webinar for CEAV members on highlights in the book; participated in a webinar for educational leaders in Australia on career development and well-being with Dr. Jim Bright and Liv Pennie of BECOME Education; led the morning session of a professional development day for Geelong Career Teachers Association; and are currently booked to deliver a professional development webinar to educators in the Australian Capital Territory (ACT).
- The Career Development Institute (CDI) of England was referred by Tristram Hooley to the Group for information on career development and mental health, leading to the booking of a webinar for members of the CDI in April 2021 and a masterclass for CDI members in May 2021.
- On a less institutional basis, we hear from practitioners who email or call us regarding changes they are making in their practice and ways to measure the mental health impact of their practice.

KEY FINDINGS / INSIGHTS

The Group entered this partnership to learn more about the relationships between career development and mental health and, to a lesser extent, the degree to which career development practitioners (CDPs) were aware of and intentional about these relationships. The resulting book articulates our learning about career development and mental health, and the responses we received from participants in related presentations, webinars, and workshops taught us about CDPs. Regarding learning emerging from developing the book, highlights include the:

- value of seeing mental health and mental illness as distinct but related;
- need for research beyond *work's* impact on mental health to include *career development's* impact on mental health;
- significant potential impact of career development on mental health;
- need for research on the impact of mental health, as distinct from mental illness, on career development;
- contribution of career development intervention to clients'/students' control of stress;
- contribution of career development intervention to the missing element of most work in the mental health movement with regards to stress: i.e., increasing coping skills; and



- lack of agreement in the public health, psychological, medical and sociological communities regarding the nature of mental health.

The feedback and questions received from sessions on career development and mental health clarified that CDPs:

- believe career development, specifically their career development work with students and clients, positively influences mental health;
- have difficulty articulating how career development practice influences mental health;
- almost universally do not gather evidence beyond anecdotes of the impact of their career development work on mental health;
- are going unnoticed as contributors to mental health;
- feel significantly more valuable as service providers after seeing/hearing the value of their services extending beyond work-related matters; and
- are keen to gather evidence regarding their work's impact on mental health.

REFLECTION ON PROJECT IMPLEMENTATION

Project implementation went very smoothly from the Group's perspective and given the quite condensed timelines for this kind of endeavour, we felt implementation was remarkably efficient and effective. There were two misunderstandings on the Group's part that caused some worry, one related to the time involved in the test print and one related to creating the ePub version. The former was resolved with slack in the project schedule; the latter was resolved by CERIC quickly stepping in.

The learning from the Group's perspective is not as much new learning as it is deeper learning. First, the function of marketing should not be underestimated. We knew this going into the partnership and the partnership strongly reinforced this idea. CERIC's ability to reach audiences in the career development field is unparalleled in Canada, as its capacity to reinforce messages through reminders, alternative channels of communication, and spin-off/collateral resources and events (e.g., Cannexus, webinars). It is quite safe to say that a webinar hosted by the Group on the topic of career development and mental health would attract fewer than 10% of the more than 1,100 participants in CERIC's webinar. The Australian Centre for Career Education played a similar role as CERIC, enabling the message to get out to hundreds of Australian practitioners who are beyond the Group's reach.

The second key learning is the need for and difficulty of maintaining communications with partners rather than letting the work itself become all-consuming. There has been and continues to be a considerable amount of interest in workshops/presentations on the book's topic. In responding to requests for more information, writing proposals, and negotiating schedules, it seems all too easy to forget that partners, particularly CERIC and ACCE should be informed that there is interest and who is interested. Doing this is not yet a habit of the Group.

The third learning regarding implementation is the value of evaluation. This project had some useful evaluation mechanisms. One in particular that could have had significantly more value with a little more effort and communication (see paragraph above) was the pair of online surveys. Thanks to CERIC putting the word out, almost 100 practitioners completed a survey.



With a little more focussed attention on the Group's part, it would not be unreasonable to think this number could have been doubled or tripled.

CAPACITY-BUILDING INTERNALLY AND WITH COMMUNITY STAKEHOLDERS

The project partnership funding was pivotal to the Group's ability to research, conceptualize, and understand the connections between career development and mental health. Some of this learning would have occurred regardless, but the funding created a focus and set of deadlines that ensured this learning moved along apace. This, in turn, enabled the authors to make connections between ideas before they were forgotten or too distant to connect with.

The Group's community stakeholders, comprising predominantly career development practitioners and the organizations that employ them, also developed capacity in relationship to being intentional about the mental health aspects of their work, measuring the mental health impact of their work, and applying what they have learned to themselves as well as their clients. These stakeholders have included many in the employment world, K-12 career educators, post-secondary student service personnel, case workers in many Social Development Departments in First Nation communities across Alberta, and academics/researchers.

IMPACT ON SERVICE, METHODS AND FUTURE THINKING

There are two main areas of impact for the Group's future functioning. One is that the area of career development and mental health is becoming a distinct service line for the Group. The Group has been in the business of training practitioners since 1991, for example, but has rarely focussed on particular topic areas to pursue. The book produced in this initiative provides an anchor point for training/presentations on career development and mental health connections, collateral resources (e.g., the mental health survey described above), consulting work (e.g., helping units or teams to become strategic about connecting career development and mental health), and conducting research (e.g., the CCDMHY initiative with SFU).

The other main impacts on our services/thinking are (a) the interweaving of what we have learned about career development and mental health into other services and resources (e.g., incorporating skills-based self-care in our practitioner training programs) and (b) seeing the potential impact and importance of all human services on mental health (i.e., social work, policing, corrections, recreational and other services all can have a mental health impact).

NEXT STEPS & RECOMMENDATIONS

As well as carrying on with training/presentations on the topic to Canadian and international practitioners, we see the next steps, some of which have already begun, being valuable ways to build on the momentum of this project:



- Develop a measure of mental health change that can be easily adopted by a range of CDPs and that does not tie itself to a specific school of thought regarding mental health.
- Encourage practitioners to gather evidence regarding the mental health impact of their work.
- Centrally collate/organize evidence gathered by CDPs so that a national and international portrayal of impact can be generated, and then communicate this evidence.
- Develop a parallel resource for mental health professionals, enabling them to understand the potential value of career development in contributing to their aims.
- Develop a parallel resource for educators and parents.
- Develop an end-user resource to enable an individual to manage their own career development with a mental health intention.
- Act as a catalyst for research initiatives exploring career development and mental health (e.g., by continuing to publish papers in academic journals regarding career development and mental health; by organizing conversations with researchers at conferences).
- Communicate the value of career development vis-à-vis mental health to decision-makers and policy-makers. Career development work is mental health work – this message needs to be heard by those making decisions about resources.
- Extend current models and evidence to make a case for how career development functions as an intervention for mental illness.

The Life-Role Development Group Ltd. will pursue the above agenda and will be seeking the support of interested partners as it does so. For further information, please contact Dr. Dave Redekopp at liferole@telusplanet.net. Also, go to www.life-role.com/CDMH.htm to join the budding community of practice regarding career development and mental health.



APPENDICES

APPENDIX A: STRENGTHENING MENTAL HEALTH THROUGH EFFECTIVE CAREER DEVELOPMENT - TABLE OF CONTENTS

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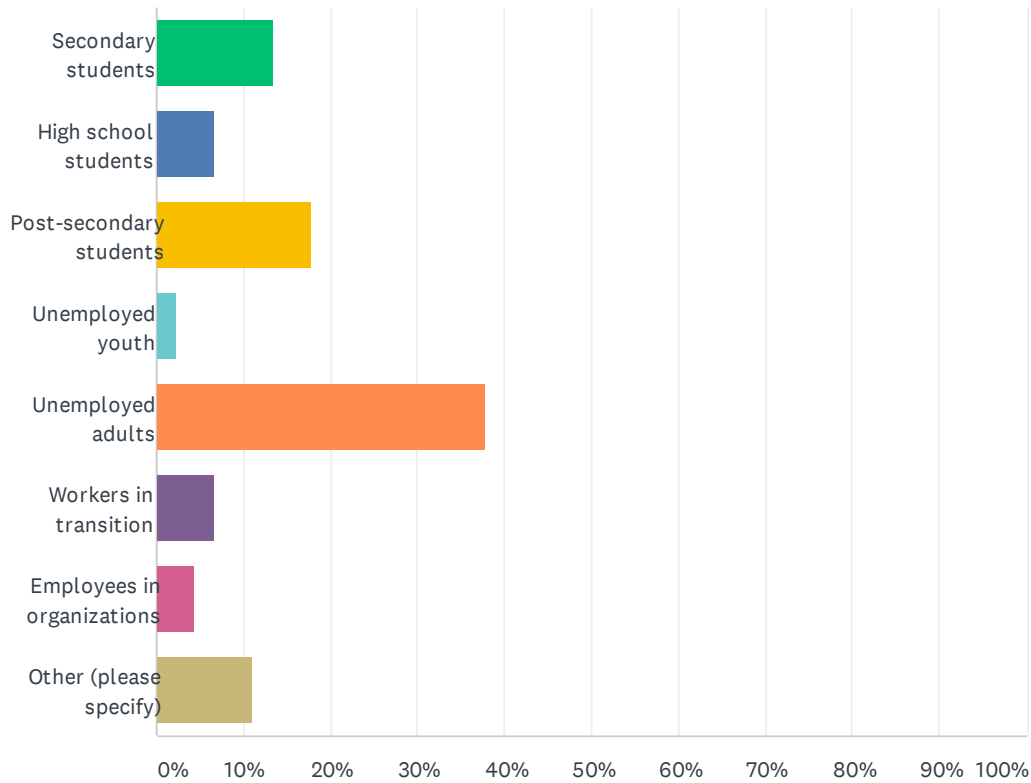
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APPENDIX B: CONCISE SURVEY RESULTS

Q1 Who are your main clientele?

Answered: 45 Skipped: 1

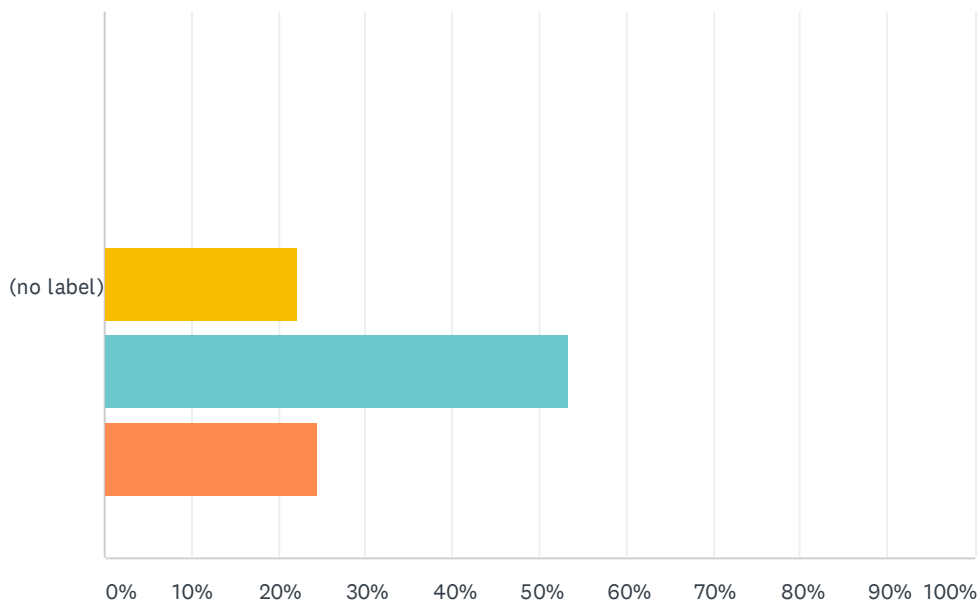


ANSWER CHOICES	RESPONSES
Secondary students	13.33% 6
High school students	6.67% 3
Post-secondary students	17.78% 8
Unemployed youth	2.22% 1
Unemployed adults	37.78% 17
Workers in transition	6.67% 3
Employees in organizations	4.44% 2
Other (please specify)	11.11% 5
TOTAL	45

#	OTHER (PLEASE SPECIFY)	DATE
1	new immigrants, PR card holders	8/31/2020 2:30 PM
2	unemployed youth and adults	8/27/2020 8:36 AM
3	I work with professional immigrants/ unemployed or and underemployed	8/14/2020 11:13 AM
4	All mentioned in the list.	8/12/2020 11:17 AM
5	Newcomer adults preparing for their arrival in Ontario	8/12/2020 11:04 AM

Q2 Overall, how useful was the book?

Answered: 45 Skipped: 1



■ Not at all useful
 ■ Not very useful
 ■ Somewhat useful
 ■ Very useful
 ■ Extremely useful

	NOT AT ALL USEFUL	NOT VERY USEFUL	SOMEWHAT USEFUL	VERY USEFUL	EXTREMELY USEFUL	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	22.22% 10	53.33% 24	24.44% 11	45	3.02

#	PLEASE EXPLAIN YOUR RESPONSE.	DATE
1	Considering so many different factors and influences, allowed it to be relatable for a variety of different clients and their specific needs. What a wonderful resource! It's full of information without reading as an instructional manual. The guide flows well and inspires!	8/31/2020 3:15 PM
2	The value of mental health in career developments was given importance.	8/31/2020 2:30 PM
3	Lot is common sense	8/31/2020 9:04 AM
4	I work with people with vision loss. Both post-secondary students and adults seeking employment. The correlation between being unemployed or underemployed and mental health is evident to me every day. I have purchased a hard copy of your book and shared with both my manager and executive director.	8/28/2020 8:49 AM
5	I attended the webinar and started to read the book as well (haven't finished it yet). It's the perspective shift and the articulation of the approach that is helpful. Concrete framework is great too.	8/28/2020 7:28 AM
6	This book has been extremely useful to our career centre. We were already planning to introduce new ways to measure our impact on clients; we want to over time improve our ability to support our clients/community. This book helped us to identify our next steps toward this goal.	8/27/2020 8:56 PM
7	It was useful in helping me see what barriers may need to be dealt with and coping strategies developed in order for clients to be ready to take action and work through career and life	8/27/2020 11:06 AM

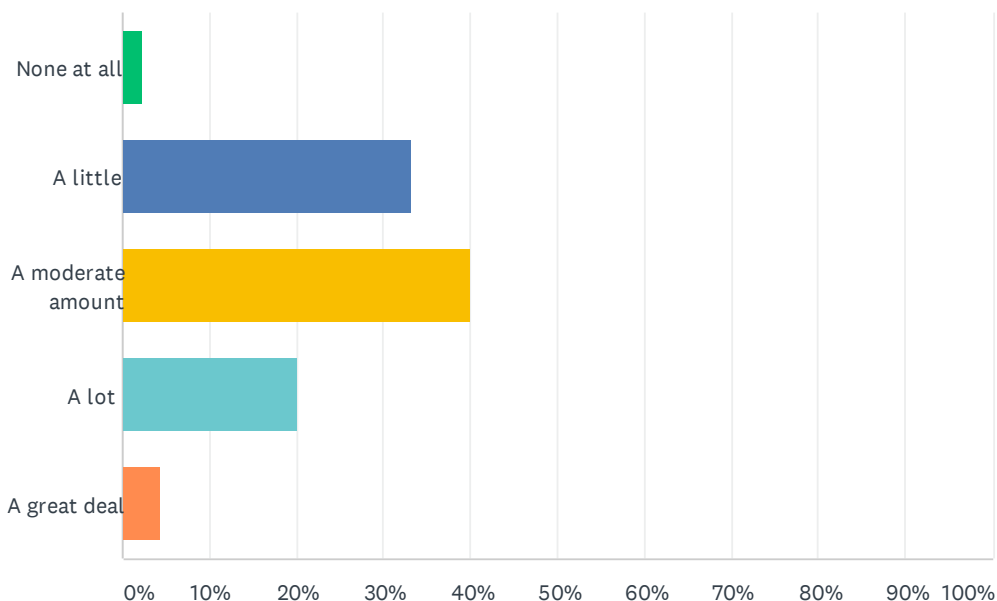
	transitions.	
8	Gave some useful info and ideas of how I can make the link explicit btw career development and mental health in a reassuring, non-scary way	8/27/2020 10:21 AM
9	The book goes into the basics of our work as CDP's —the fundamental things we do to help clients manage their career journeys & the associated mental health outcomes.	8/27/2020 10:09 AM
10	helping adults and youth streamline career choices and helping the progress through the struggle and hard times, seeing them come through with a better grasp on their choices and goals and have services in place to help with mental health issues	8/27/2020 8:36 AM
11	I've only just barely looked at it. It looks great and I look forward to reviewing it in greater depth, but I'm not there yet.	8/27/2020 7:52 AM
12	It gave me a different perspective on how to look at my client as a whole person, not just someone looking for a job	8/27/2020 7:41 AM
13	It can be applied in my field.	8/26/2020 5:05 PM
14	EAsy to read manner; evidence based, case studies	8/24/2020 12:26 AM
15	I very much appreciated the link between career development and mental health, especially the dual continua model that you introduced.	8/19/2020 2:37 PM
16	Highlighted the connection between Careers development and mental health and wellbeing. As discussed in the book known by most who work in the field but until now not researched or published.	8/18/2020 10:05 PM
17	Only up to Chapter 7 ATM	8/18/2020 9:12 PM
18	Provided an understanding and structured approach when working with a client in this space.	8/18/2020 9:07 PM
19	Having limited access to clients particularly at the moment the theory has helped shape a better understanding of the clients that are seeking help and the ways in which we can impact of mental health through career development. The processes links what seems like straight forward in some cases to embed theories of what interventions are already happening in the work that we and others like us do.	8/18/2020 8:03 PM
20	One can always learn more and hopefully improve practice	8/18/2020 7:57 PM
21	Having good mental health is critical in making career choices, particularly with COVID!	8/18/2020 7:53 PM
22	This book gave great insight on how to better serve individuals with mental health concerns.	8/15/2020 11:38 PM
23	let me first state that i did not read all the chapters but i understand that the clientele i work with have complex issues relevant to integration process not only economically but also socially and culturally which make fitting in the Canadian society unapproachable even for their fist generation family members and children. I can only imagine what kind of emotional isolation they live	8/14/2020 11:13 AM
24	It made the connection between career development and positive effects on mental health, by focusing on clients' strengths and transferable skills. It also explained the limitations of career counselling as a mental health intervention and the importance of professional boundaries.	8/14/2020 8:46 AM
25	I haven't read the book yet but I did attend a webinar that presented an overview of the topic.	8/14/2020 8:34 AM
26	I love it. I get it. I could use some 1-page copyable handouts to bring to meetings with stakeholders who don't "get" that career development = mental health intervention. TThey won't read the book.	8/13/2020 6:59 AM
27	Many of our clients have mental health issues and we cannot separate those issues from employment.	8/12/2020 2:59 PM
28	Easy to follow with great information	8/12/2020 1:25 PM
29	It would be great to have worksheets and take away sheets for clients	8/12/2020 1:00 PM
30	I have not come across this book but would LOVE to read it as it would be very applicable to my work with unemployed youth and adults.	8/12/2020 12:42 PM
31	I skimmed through it and saw some interesting ideas. But unfortunately, our institution is not at	8/12/2020 12:33 PM

a place where we can implement them.

32	I never thought of some of the minor things/interventions as life altering but they may be just that.	8/12/2020 12:22 PM
33	I like how it draws the relationship employment and mental health impact each other. The formalization of how we see ourselves as it relates to our vocation, job, calling.	8/12/2020 12:17 PM
34	I read the book- early 2020, was excited and inspired. Start to change my approach and messaging, and then Covid changed everything. Will need to re- view content to refresh concepts.	8/12/2020 11:40 AM
35	The material in the book offered valuable resources, tools and ideas which can easily be implemented into our best practices in Case Management.	8/12/2020 11:38 AM
36	I like that it takes into consideration the reality of our clientele (people who have a variety of challenges that impact on their choices), that here are reflection questions to help us grow and rethink sometimes our ways of working (adapting) with different clienteles.	8/12/2020 11:19 AM
37	There was a lot of information I already knew being in the business for as long as I have been. However, I found it refreshing how the information was presented and also, it is always good to be reminded of a few things.	8/12/2020 11:17 AM
38	I have a created a two-part workshop series (Career Wellness & Resilience) after reading this book! I was able to incorporate some of the materials from the book ! Extremely helpful!	8/12/2020 11:10 AM
39	What I have read so far has been useful in perspective in how I approach clients	8/12/2020 11:04 AM
40	It gives me a better understanding of how I assist clients in gaining a positive mental health outcome.	3/4/2020 10:58 AM

Q3 How much have you changed your practice as a result of reading the book?

Answered: 45 Skipped: 1



ANSWER CHOICES	RESPONSES
None at all	2.22% 1
A little	33.33% 15
A moderate amount	40.00% 18
A lot	20.00% 9
A great deal	4.44% 2
TOTAL	45

#	PLEASE EXPLAIN YOUR RESPONSE.	DATE
1	Both personally and professionally I have gained confidence and self control, I can't wait to read more.	8/31/2020 3:15 PM
2	I am still in the process of assimilating the learning gained and trying to put these in practice as remote services is very limited.	8/31/2020 2:30 PM
3	helped to sharpen focus	8/31/2020 9:04 AM
4	I have intentions to incorporate into program/career counselling session evaluations, but just haven't figured out how.. specific examples in your next book or webinars would be great!	8/28/2020 7:28 AM
5	The book has helped me to improve the clarity of my communications re the purpose and impact of our career centre - specifically with folks who only see us as a resume and interview support shop. The book also inspired me to hire a research assistant to help us push forward on scoping out how we can change our metrics to better represent the breadth and depth of our impact.	8/27/2020 8:56 PM
6	I am more aware of how important cultivating mental wellness is in our profession and how as career development professionals we have an opportunity to offer hope and strategies that can	8/27/2020 11:06 AM

Strengthening Mental Health Through Effective Career Development -
Book Feedback (Concise)

SurveyMonkey

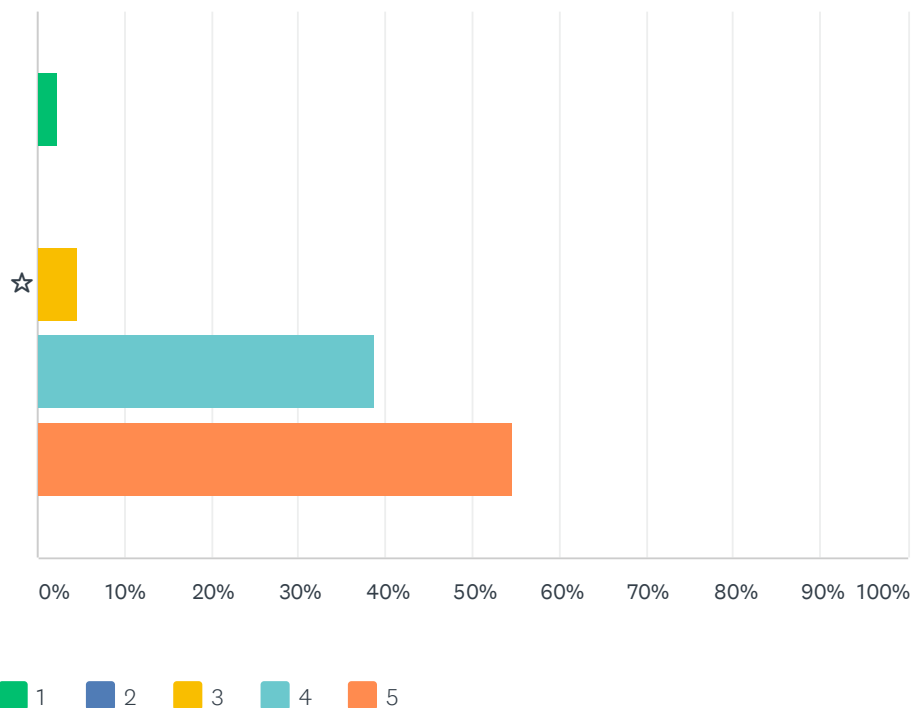
help clients maintain good mental health while exploring work/career and how to better deal with stress and focus on what they can control versus what is out of their hands.

7	would appreciate more training on integrating career development and mental health conversations with students and how to follow up / track	8/27/2020 10:21 AM
8	recognizing that good mental health makes the rest come into place for each client. the progress some clients make is astounding when their mental health is taken care of.	8/27/2020 8:36 AM
9	Some of the elements in the book are in my mind as I work with students, but because I haven't fully read the book yet, I feel like the change in practice right now is fairly minimal.	8/27/2020 7:52 AM
10	With Covid 19 the majority of my dealings with clients has been over the phone so it makes it difficult to have a proper conversation with someone that you can not see. We are in a rural setting and not everyone has access to computers, so even zoom meetings were difficult	8/27/2020 7:41 AM
11	it's benefit to my work.	8/26/2020 5:05 PM
12	Still working on it :-)	8/24/2020 12:26 AM
13	To a certain extent, you were preaching to the choir with me - I was on the same page to begin with. :-) However, I really appreciate the clarity of your book and the model has stuck with me.	8/19/2020 2:37 PM
14	In general approach to students, checking and asking if they are ok before counselling - mindful of 'hope' centered approach.	8/18/2020 10:05 PM
15	Provides a context on which to balance ideas and thinking in relation to working with students and school programs.	8/18/2020 9:12 PM
16	Only recently read (past week)	8/18/2020 9:07 PM
17	As a highly visual learner I felt that this helped me understand these processes and techniques on a deeper level and walk away feeling more confident that I can support others (even if just immediate family and friends) with what I know and how to approach mental health in a more informed way.	8/18/2020 8:03 PM
18	Having already had a good understanding of mental health and impacts on Career Development , this helps to improve the knowledge and understand what is behind situations	8/18/2020 7:57 PM
19	I was always aware that students needed to be in good head space before any counseling!	8/18/2020 7:53 PM
20	It has made me more aware of potential ethical issues of overstepping suggestions to help clients with mental health concerns and when to make a community referral. Most of all, it has made me more aware of the need to document mental health outcomes as a result of career development/employment encounters and the necessity of tracking and researching them.	8/15/2020 11:38 PM
21	As a result my focus would shift more on what makes a person the way he/she is question , Understanding individual issues and tailoring our support would should create resources for it. I mean it is not silo process .. solutions should be based on understanding & validating case issues by counselor based on its characteristics.	8/14/2020 11:13 AM
22	I have adopted a more strengths-based approach and an understanding of the whole person, not just as a job seeker or career transitioner. I am more aware of the other challenges in their lives and the other roles they play: student, parent, volunteer and community participant.	8/14/2020 8:46 AM
23	I was already using a holistic approach	8/14/2020 8:34 AM
24	Just started the book!	8/12/2020 2:59 PM
25	Changing the language and delivery of my lessons	8/12/2020 1:25 PM
26	I am sure this book would make a huge difference for me.	8/12/2020 12:42 PM
27	I've adapted my thinking, more than anything in practice. But I hope that comes through in my interactions.	8/12/2020 12:33 PM
28	I haven't finished reading the book, but I feel that I need to be more aware of my impact on clients.	8/12/2020 12:22 PM
29	I feel mental and health and interrelation with job search, job loss, job satisfaction has always been a part of my approach to my job so I feel it hasn't changed how I do things but it gives me validation and a platform to understand it better.	8/12/2020 12:17 PM

30	Due to Covid, much of practice was changed- not enough time to implement. Spent efforts converting to online etc.	8/12/2020 11:40 AM
31	I enjoy/appreciate getting a different perspective on common problems we all face when helping unemployed people find work.	8/12/2020 11:38 AM
32	I was already very sensitive to this matter as I work for an EAP.	8/12/2020 11:19 AM
33	I have changed my approach in my role as Career Advisor. Especially in terms of the conversations I have with students and how to better understand their needs.	8/12/2020 11:10 AM
34	I still have more to read before I fully change my practice.	8/12/2020 11:04 AM
35	The amount of change is still to be determined.	3/4/2020 10:58 AM

Q4 How likely will you recommend the book to others working in the field?

Answered: 44 Skipped: 2



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	2.27%	0.00%	4.55%	38.64%	54.55%	44	4.43
	1	0	2	17	24		

#	PLEASE EXPLAIN YOUR RESPONSE.	DATE
1	This guide is exactly what we need to help rebuild. With knowledge and power and hope.	8/31/2020 3:15 PM
2	really handy and very clear explanation	8/31/2020 2:30 PM
3	some good ideas	8/31/2020 9:04 AM
4	See above	8/28/2020 8:49 AM
5	It's important work - thank you for taking this one and sharing your work with us.	8/28/2020 7:28 AM
6	The book articulates clearly how CDPs can educate nonCDP colleagues re the field and its value.	8/27/2020 8:56 PM
7	This is an important and relevant resource for all career development professionals, for that matter all educators. Perhaps something to promote more in our schools and perhaps even parents who may be interested.	8/27/2020 11:06 AM
8	I think that the link btw career dev. and mental health is something all career practitioners implicitly and qualitatively know but have rarely named it due to lack of evidence and research.	8/27/2020 10:21 AM
9	a great resource that brings perspective	8/27/2020 8:36 AM
10	It really does look great and raises many issues I think are essential for folks to be considering, especially right now!	8/27/2020 7:52 AM
11	I enjoyed both the book and the webinar. It gave me food for thought.	8/27/2020 7:41 AM
12	It will be useful for people who work in this area.	8/26/2020 5:05 PM

Strengthening Mental Health Through Effective Career Development -
Book Feedback (Concise)

SurveyMonkey

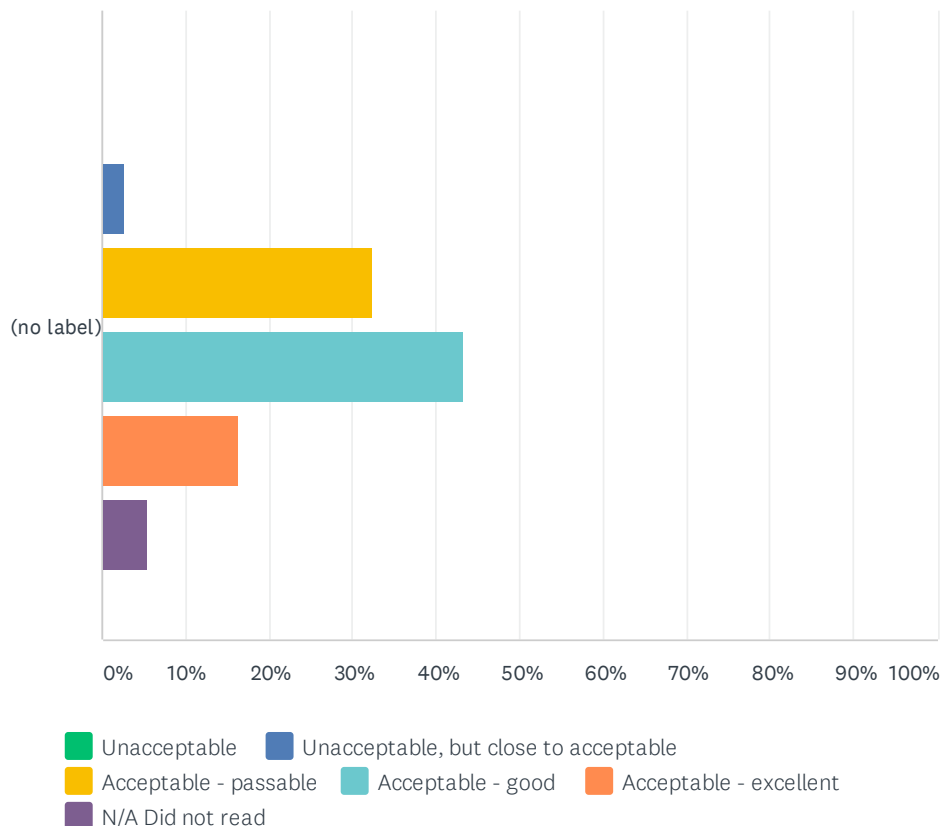
13	Enjoyed this focus at a recent CEAV conference and can see the positives with students	8/24/2020 12:26 AM
14	I think this is a very useful resource for career development professionals, human resource management professionals, and career counsellors.	8/19/2020 2:37 PM
15	Excellent resource and knowledge to put into practice.	8/18/2020 10:05 PM
16	I am really enjoying reading the book, the reflections on research, the explanations, etc. And am really looking forward to getting into the more practical suggestions in later chapters.	8/18/2020 9:12 PM
17	Information is valuable as part of a Career Practitioner Toolkit.	8/18/2020 9:07 PM
18	The book was easy to follow and refer to with case studies and visual graphs supporting the theories outlined and their interrelation. It was also fun and loved the use of quotes throughout.	8/18/2020 8:03 PM
19	It is great to improve practice - so why not read it	8/18/2020 7:57 PM
20	I am very impressed with this book after attending a CEAV launch and grateful for a copy!	8/18/2020 7:53 PM
21	SORRY!!! I did not attend the session and do not have a copy of this very interesting and appealing book! Please send me a copy or how I can obtain this book and I will happily review it ASAP. I met the authors at the 17 Connexus; terrific gentlemen and professionals!! All the best! Roman	8/16/2020 1:54 PM
22	I think in our post-COVID-19 world, mental wellness is more important than ever. I believe career development professionals will play an even bigger role in helping individuals maintain mental wellness and recover economic and career stability than ever before.	8/15/2020 11:38 PM
23	It is a book developed by professionals and i hope that there would be a second book that work on cases that have cultural characteristics that make integration of newcomers more difficult whether by itself or by systems we created and is supported by local culture	8/14/2020 11:13 AM
24	It is optimistic, practical and clear and easy to understand. It will give career practitioners a lot of confidence and validation for the work they do.	8/14/2020 8:46 AM
25	I think it's relevant for everyone in the career development field	8/14/2020 8:34 AM
26	We are pooh-poohed as a nice to have not a must have in our field. Demonstrating clearly that we are part of mental health solutions is key to funding and recognition.	8/13/2020 6:59 AM
27	Career counselling is really life counselling which encompasses mental health	8/12/2020 2:59 PM
28	Again great information and easy to follow along	8/12/2020 1:25 PM
29	Again, I haven't read it but really want to.	8/12/2020 12:42 PM
30	It's for a very limited audience, even most of my colleagues would have trouble incorporating it into their work.	8/12/2020 12:33 PM
31	I have recommended the book to my co-workers As I think that they would get a lot of insight from the book.	8/12/2020 12:22 PM
32	I think it would be a useful text or resource for people entering into the field of career development.	8/12/2020 12:17 PM
33	Our district is implementing mental health strategies, and starting to make changes to models. Some will impact staffing in Career Education. I want to bring this book to the forefront of the discussions. I hope to raise dialogue between Career Educators in my District.	8/12/2020 11:40 AM
34	Most case managers I work with collaborate to develop the best RTWAP for each client; getting additional input and other alternatives is always beneficial.	8/12/2020 11:38 AM
35	It's practical, clear, and it has very good content! Great job!	8/12/2020 11:19 AM
36	For those who just arrived on the scene, it is a fantastic piece of work. For those who have been in the business for a longer time, it is a great reminder.	8/12/2020 11:17 AM
37	Recommend it at every chance I get!	8/12/2020 11:10 AM
38	The book is practical and hands-on.	3/4/2020 10:58 AM



APPENDIX C: FULL SURVEY RESULTS

Q1 Chapter 2: How would you rate your understanding of the reasons for making connections between career development and mental health BEFORE you read chapter 2?

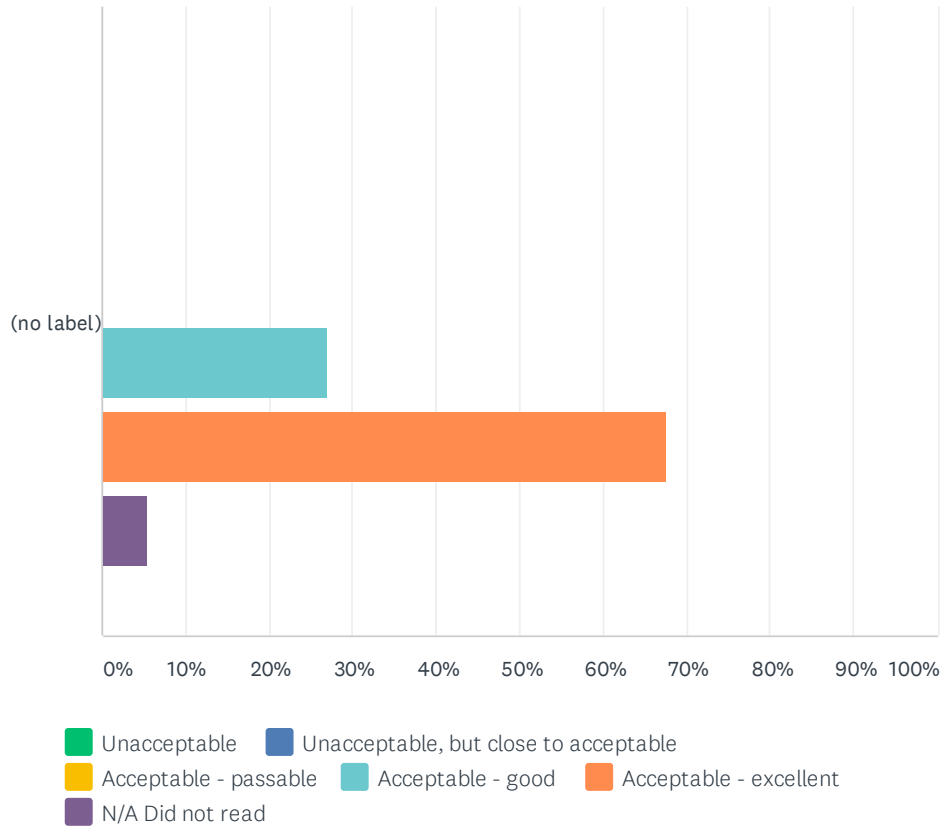
Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	2.70% 1	32.43% 12	43.24% 16	16.22% 6	5.41% 2	37	2.77

Q2 Chapter 2. How would you rate your understanding of the reasons for making connections between career development and mental health AFTER having read chapter 2?

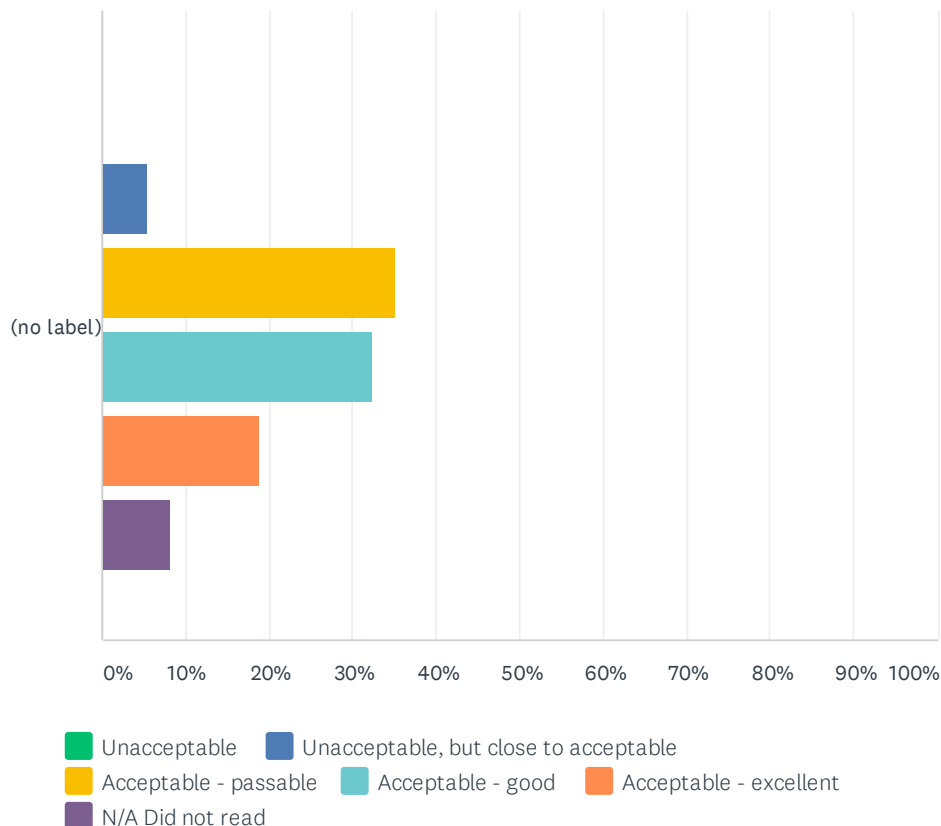
Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	27.03% 10	67.57% 25	5.41% 2	37	3.71

Q3 Chapter 3. How would you rate your understanding of career development and mental health terminology BEFORE having read chapter 3?

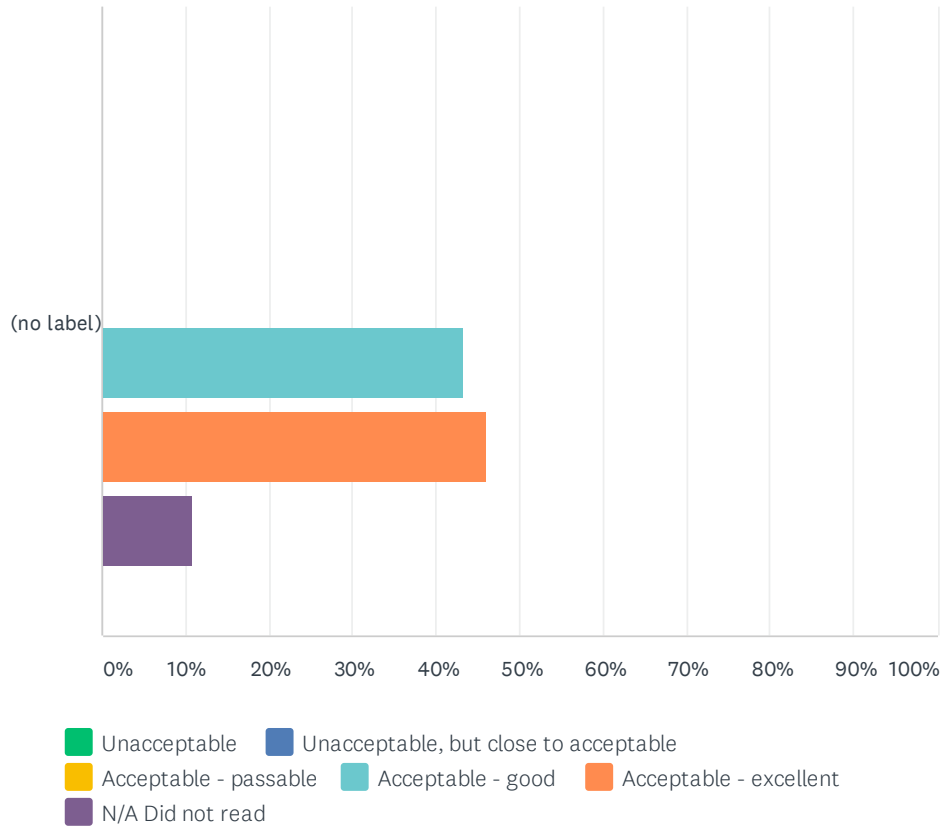
Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	5.41% 2	35.14% 13	32.43% 12	18.92% 7	8.11% 3	37	2.71

Q4 Chapter 3. How would you rate your understanding of career development and mental health terminology AFTER having read chapter 3?

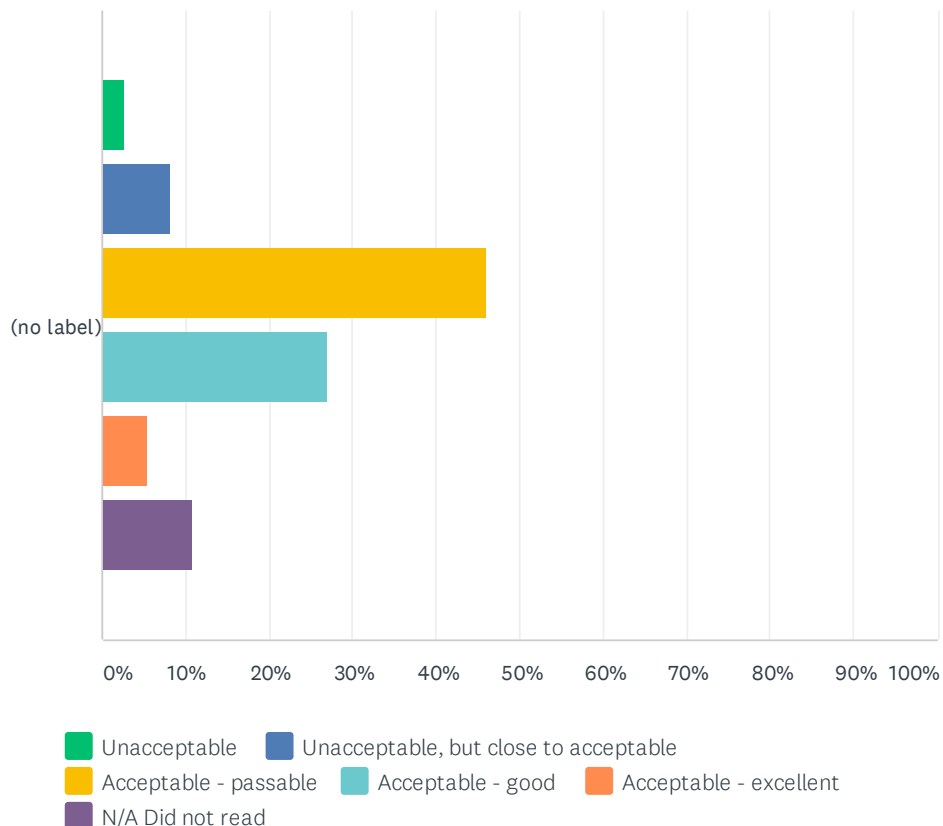
Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	43.24% 16	45.95% 17	10.81% 4	37	3.5

Q5 Chapter 4. How would you rate your knowledge of the evidence base supporting career development intervention as a support for positive mental health BEFORE having read chapter 4?

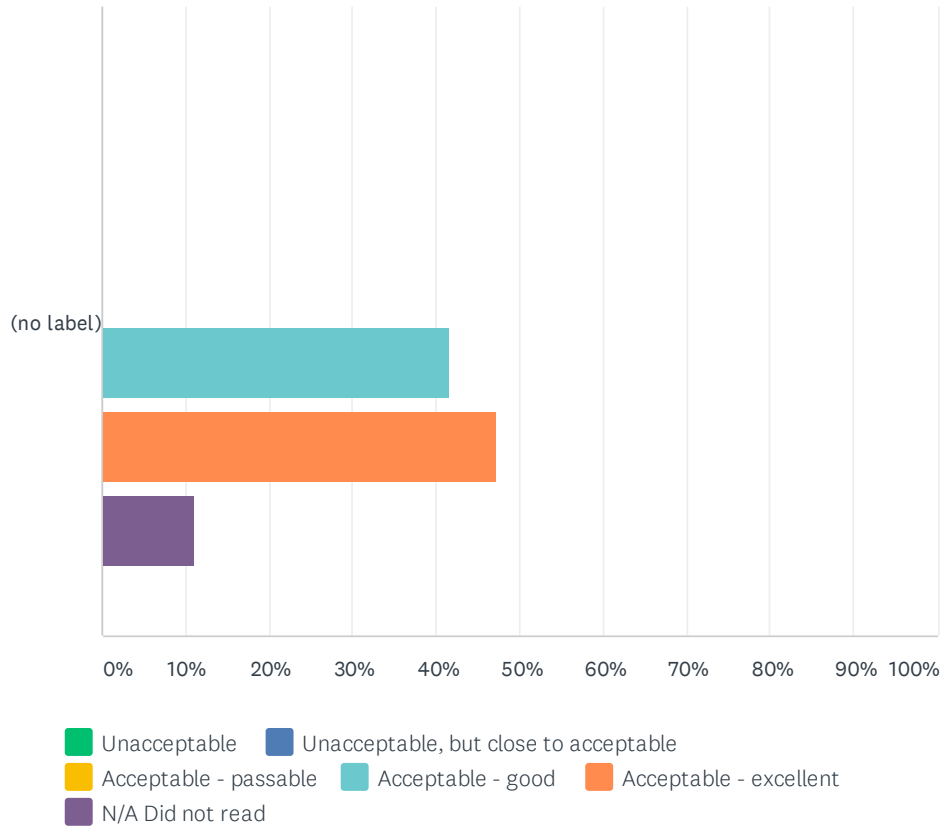
Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	2.70% 1	8.11% 3	45.95% 17	27.03% 10	5.41% 2	10.81% 4	37	2.2

Q6 Chapter 4. How would you rate your knowledge of the evidence base supporting career development intervention as a support for positive mental health AFTER having read chapter 4?

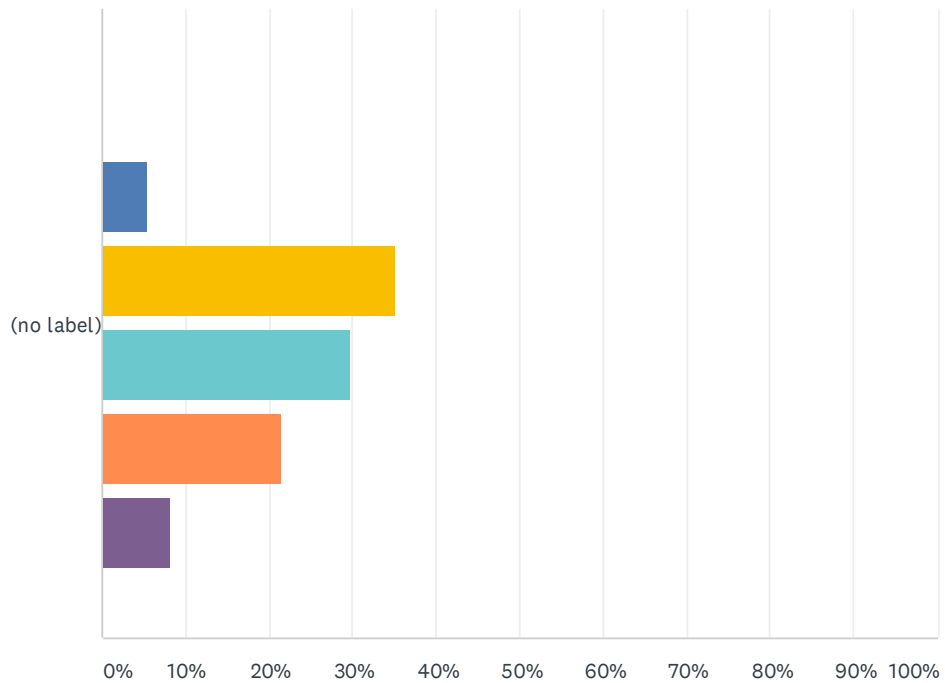
Answered: 36 Skipped: 1



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	41.67% 15	47.22% 17	11.11% 4	36	3.5

Q7 Chapter 5. How would you rate your understanding of the effects of career development intervention BEFORE having read chapter 5?

Answered: 37 Skipped: 0

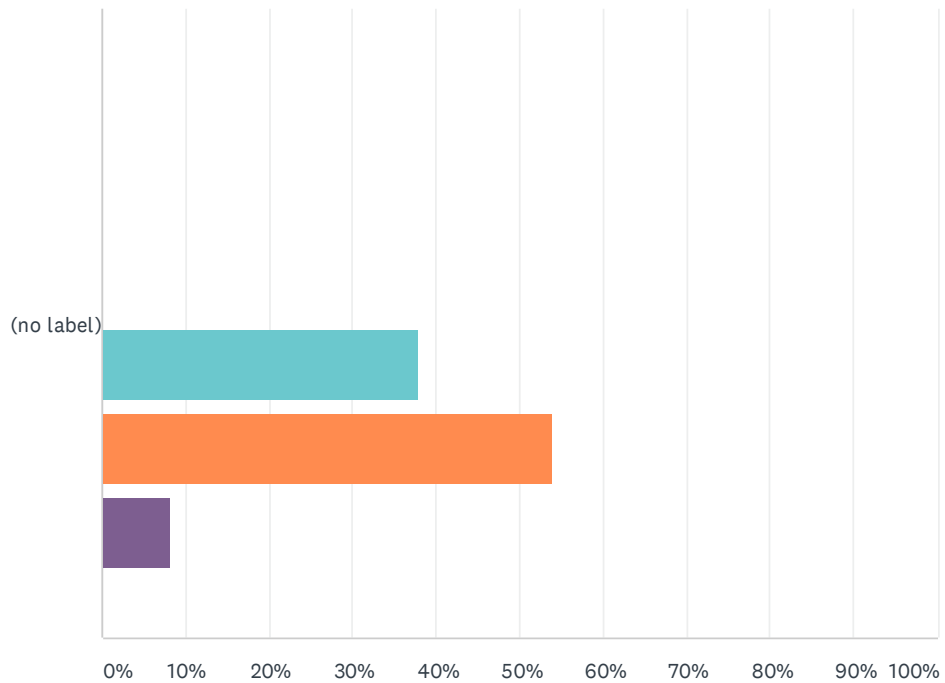


■ Unacceptable ■ Unacceptable, but close to acceptable
■ Acceptable - passable ■ Acceptable - good ■ Acceptable - excellent
■ N/A Did not read

	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	5.41% 2	35.14% 13	29.73% 11	21.62% 8	8.11% 3	37	2.74

Q8 Chapter 5. How would you rate your understanding of the effects of career development intervention AFTER having read chapter 5?

Answered: 37 Skipped: 0

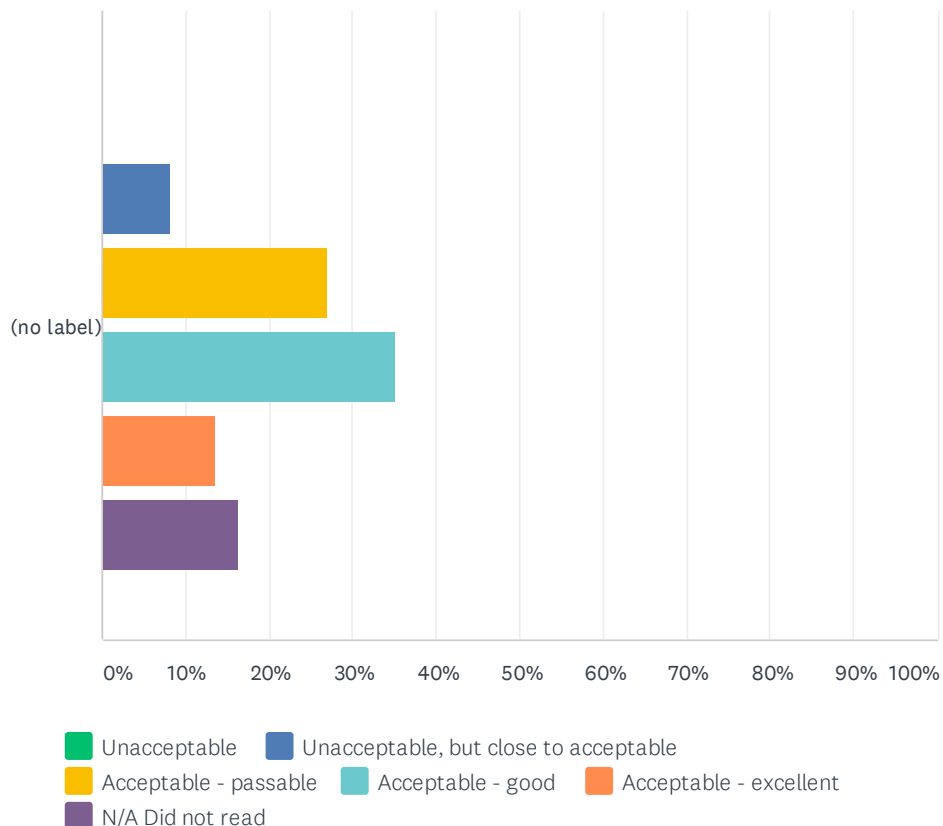


■ 0 - Unacceptable
 ■ 1 - Unacceptable, but close to acceptable
■ 2 - Acceptable - passable
 ■ 3 - Acceptable - good
 ■ 4 - Acceptable - excellent
■ N/A Did not read

	0 - UNACCEPTABLE	1 - UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	2 - ACCEPTABLE - PASSABLE	3 - ACCEPTABLE - GOOD	4 - ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	37.84% 14	54.05% 20	8.11% 3	37	3.59

Q9 Chapter 6. BEFORE reading chapter 6, how would you rate your understanding of the function of stress and coping in explaining how career development intervention can produce mental health outcomes?

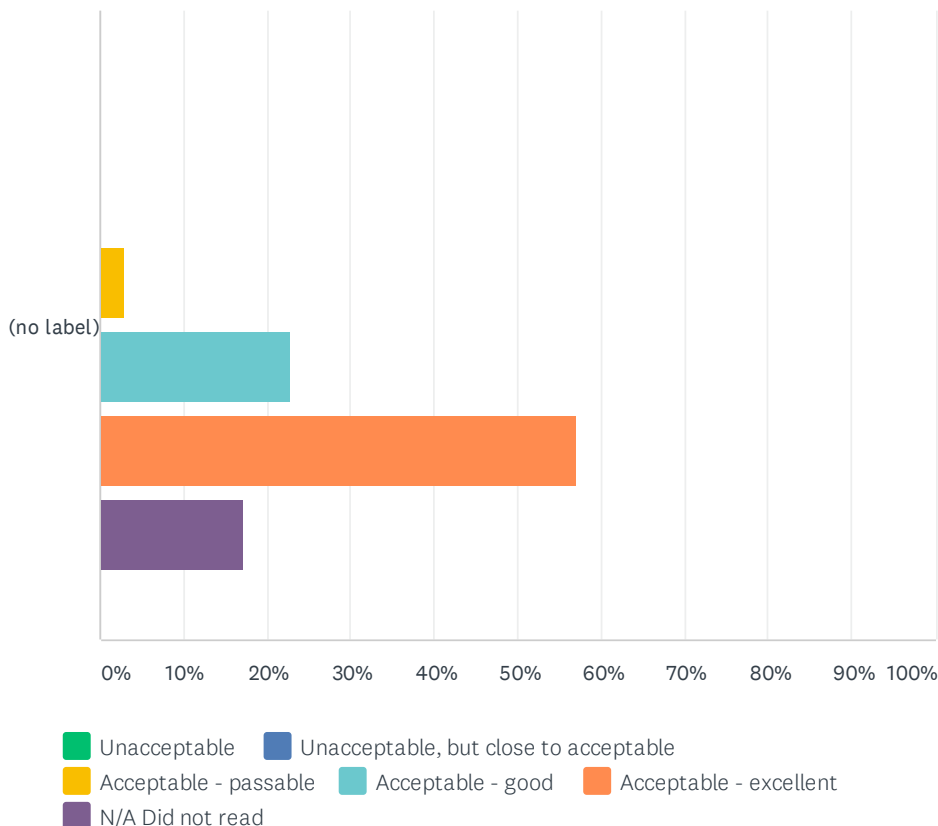
Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	8.11% 3	27.03% 10	35.14% 13	13.51% 5	16.22% 6	37	2.6

Q10 Chapter 6. AFTER reading chapter 6, how would you rate your understanding of the function of stress and coping in explaining how career development intervention can produce mental health outcomes?

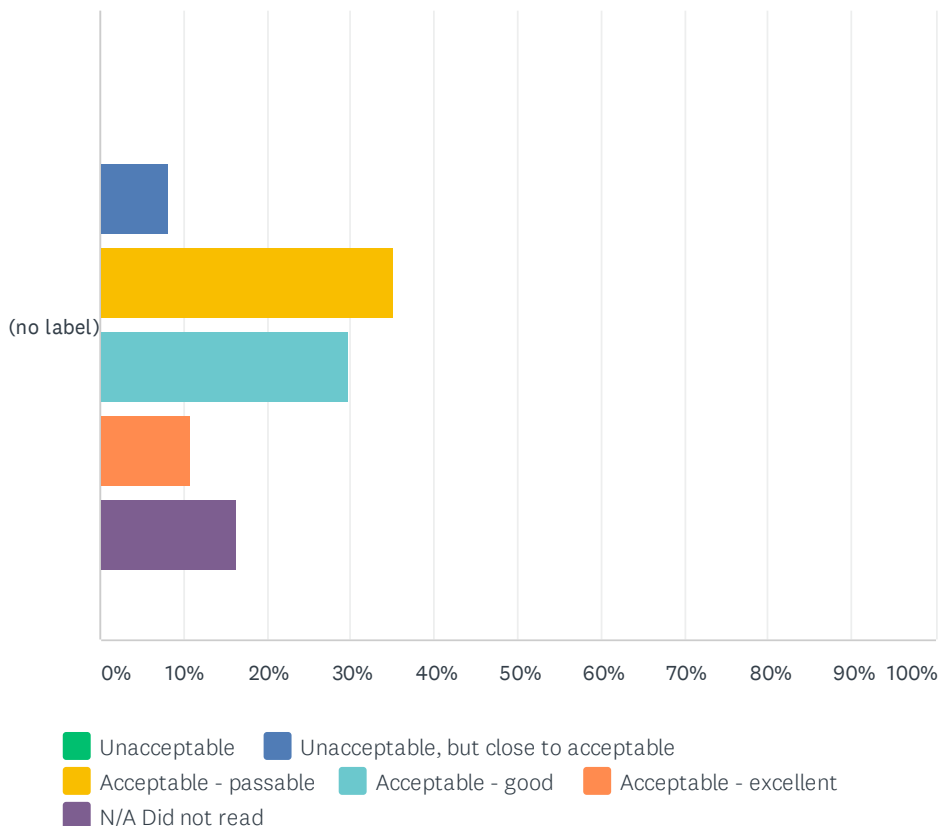
Answered: 35 Skipped: 2



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	2.86% 1	22.86% 8	57.14% 20	17.14% 6	35	3.6

Q11 Chapter 7. BEFORE reading chapter 7, how would you rate your understanding of the ethical implications of career development intervention as a support for positive mental health?

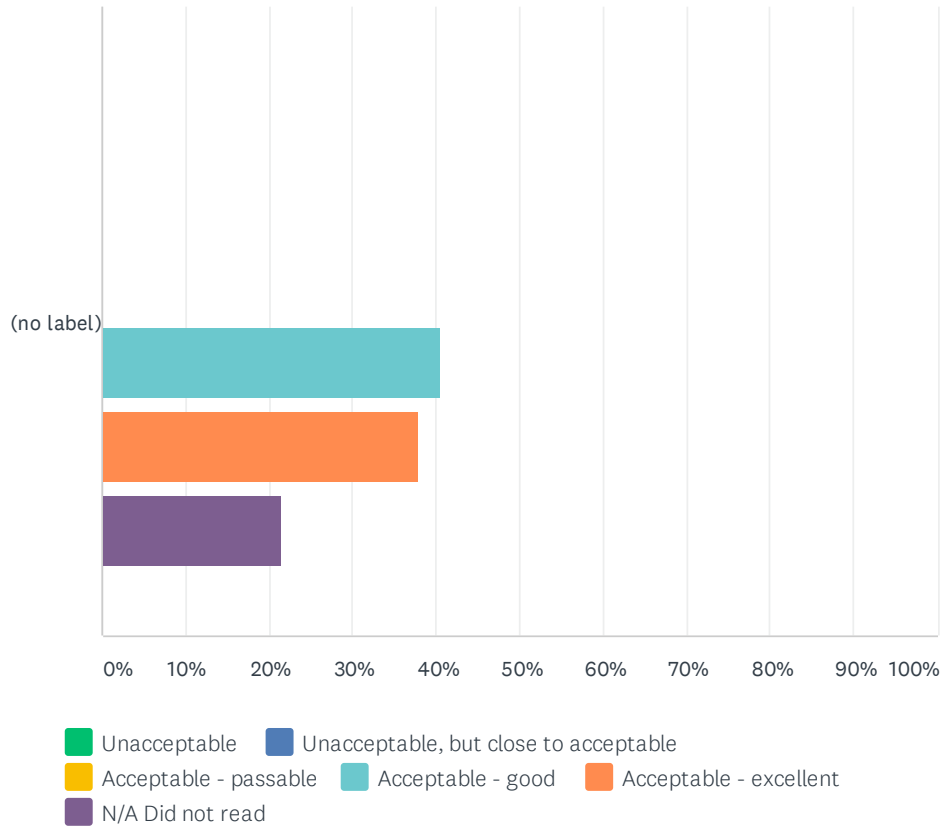
Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	8.11% 3	35.14% 13	29.73% 11	10.81% 4	16.22% 6	37	2.5

Q12 Chapter 7. AFTER reading chapter 7, how would you rate your understanding of the ethical implications of career development intervention as a support for positive mental health?

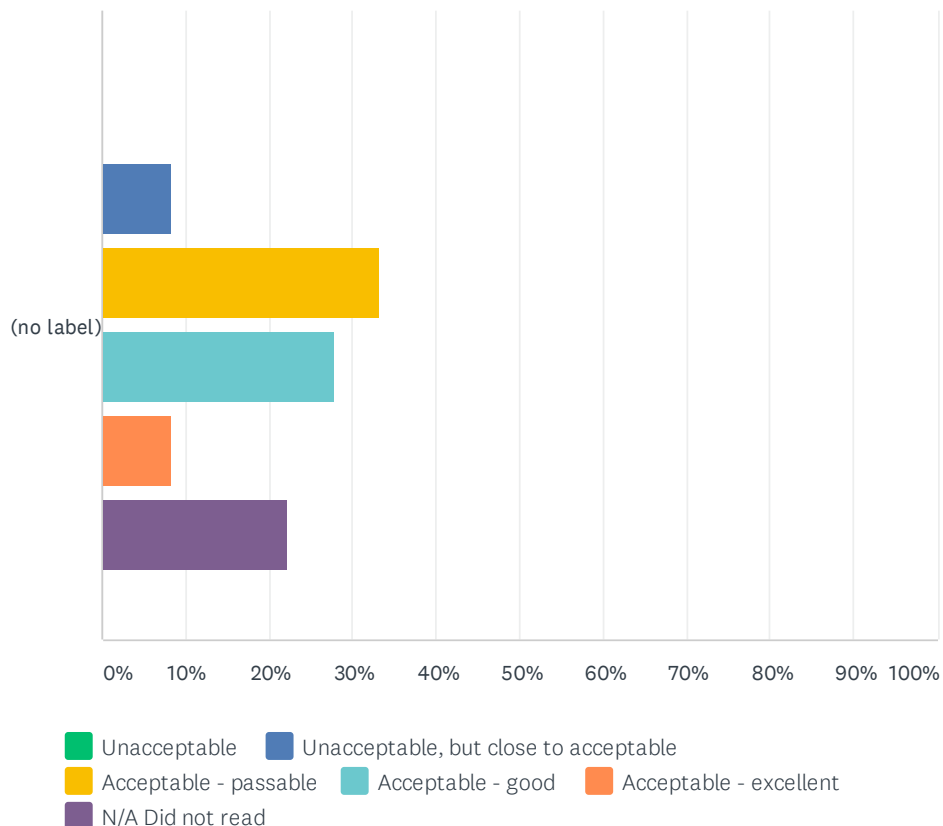
Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	40.54% 15	37.84% 14	21.62% 8	37	4.4

Q13 Chapter 8. BEFORE reading chapter 8, how would you rate your understanding of the principles related to practicing with mental health awareness?

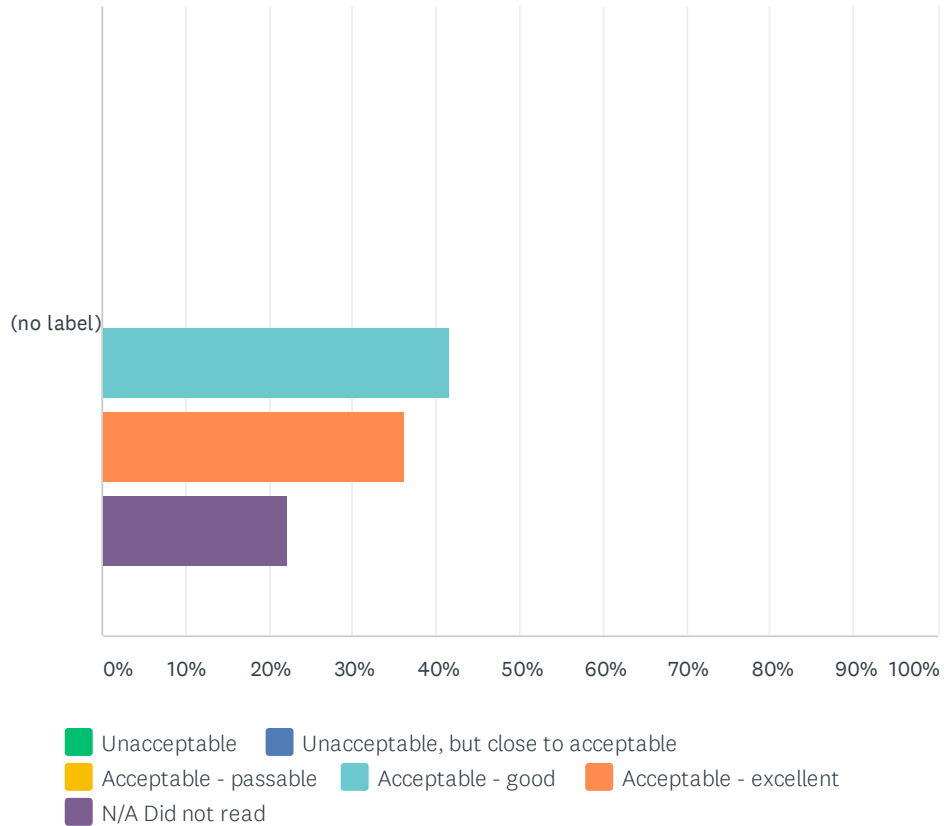
Answered: 36 Skipped: 1



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	8.33% 3	33.33% 12	27.78% 10	8.33% 3	22.22% 8	36	2.4

Q14 Chapter 8. AFTER reading chapter 8, how would you rate your understanding of the principles related to practicing with mental health awareness?

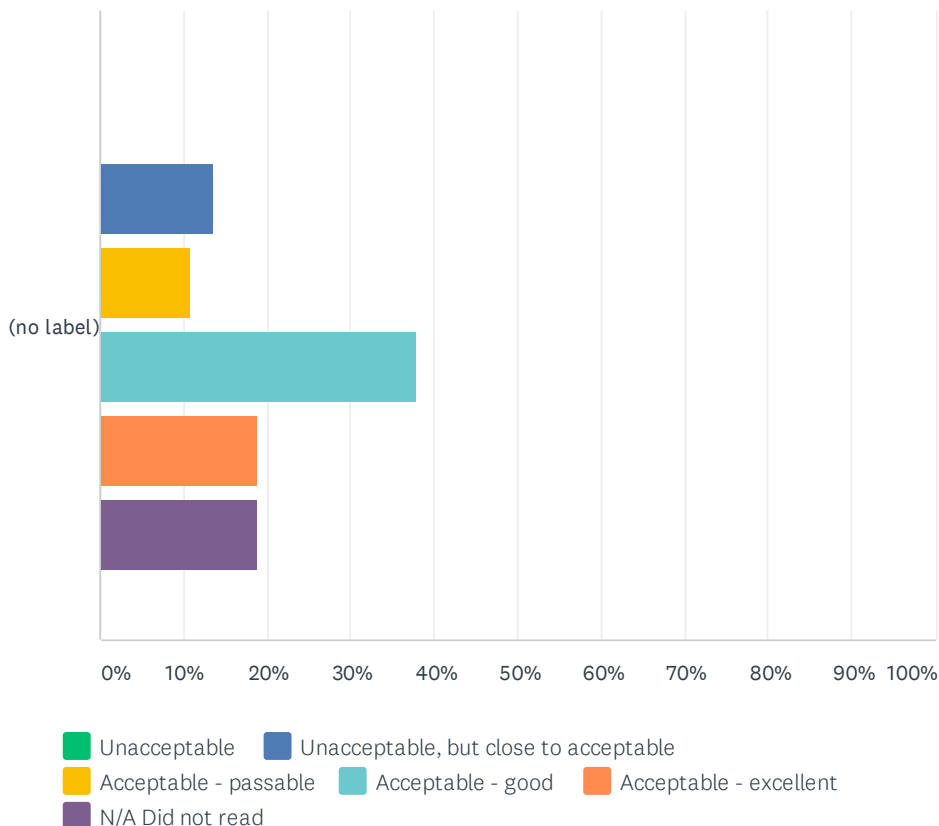
Answered: 36 Skipped: 1



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	41.67% 15	36.11% 13	22.22% 8	36	3.4

Q15 Chapter 9. BEFORE reading chapter 9, how would you rate your understanding of and ability with the use of interpersonal skills for practicing with mental health awareness?

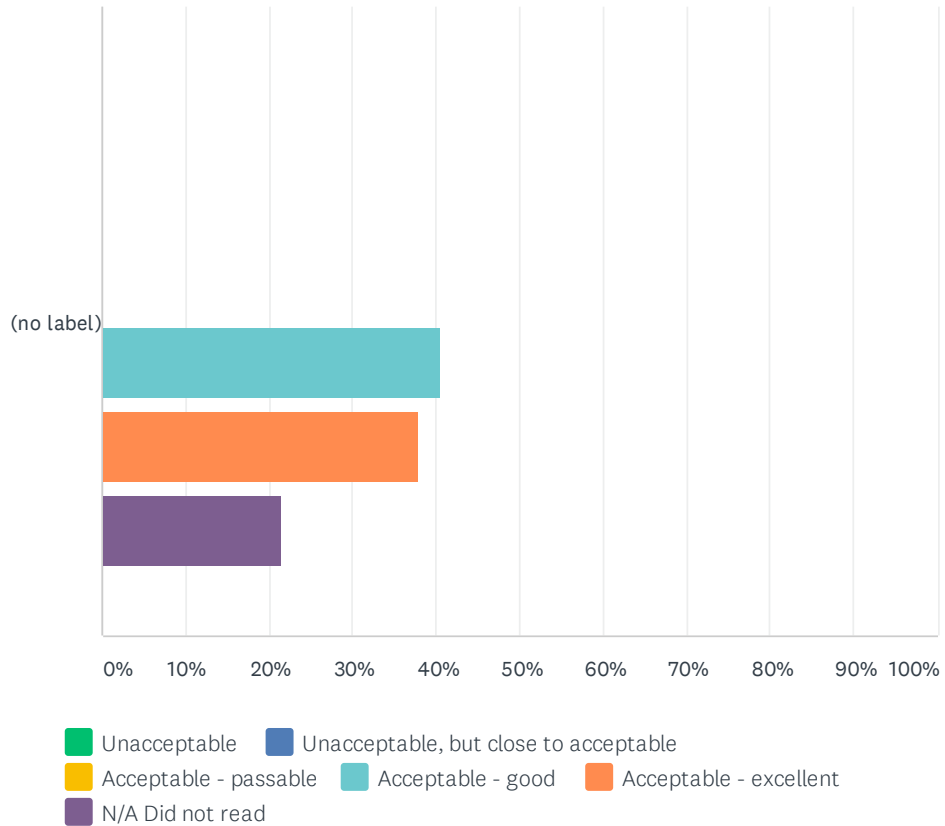
Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	13.51% 5	10.81% 4	37.84% 14	18.92% 7	18.92% 7	37	2.7

Q16 Chapter 9. AFTER reading chapter 9, how would you rate your understanding of and ability with the use of interpersonal skills for practicing with mental health awareness?

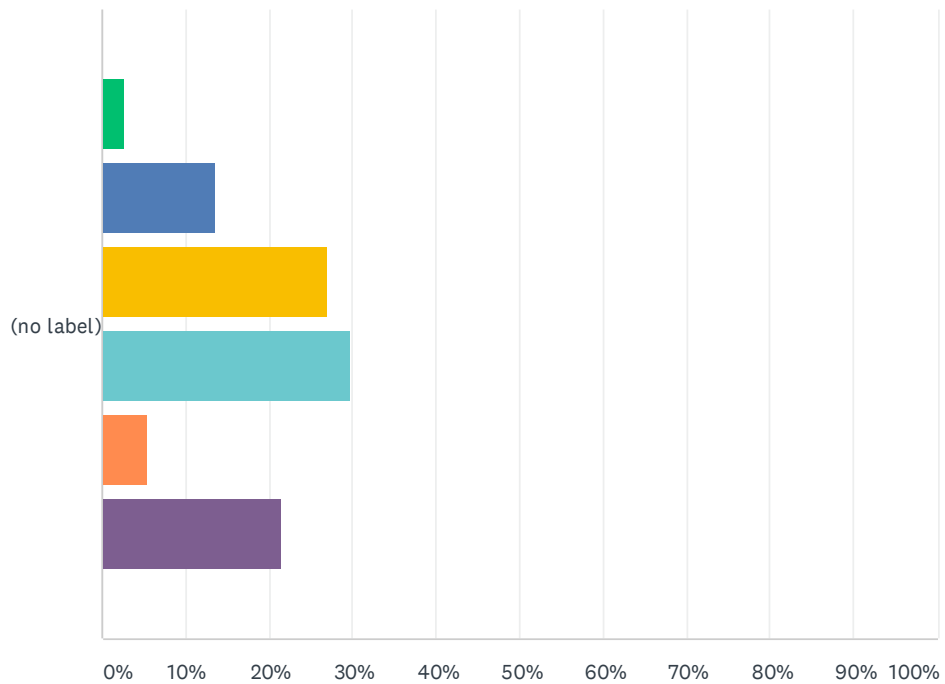
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	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	40.54% 15	37.84% 14	21.62% 8	37	3.4

Q17 Chapter 10. How would you rate your understanding of and ability to influence a network of stakeholders with regards to their understanding of mental health and career development BEFORE having read chapter 10?

Answered: 37 Skipped: 0

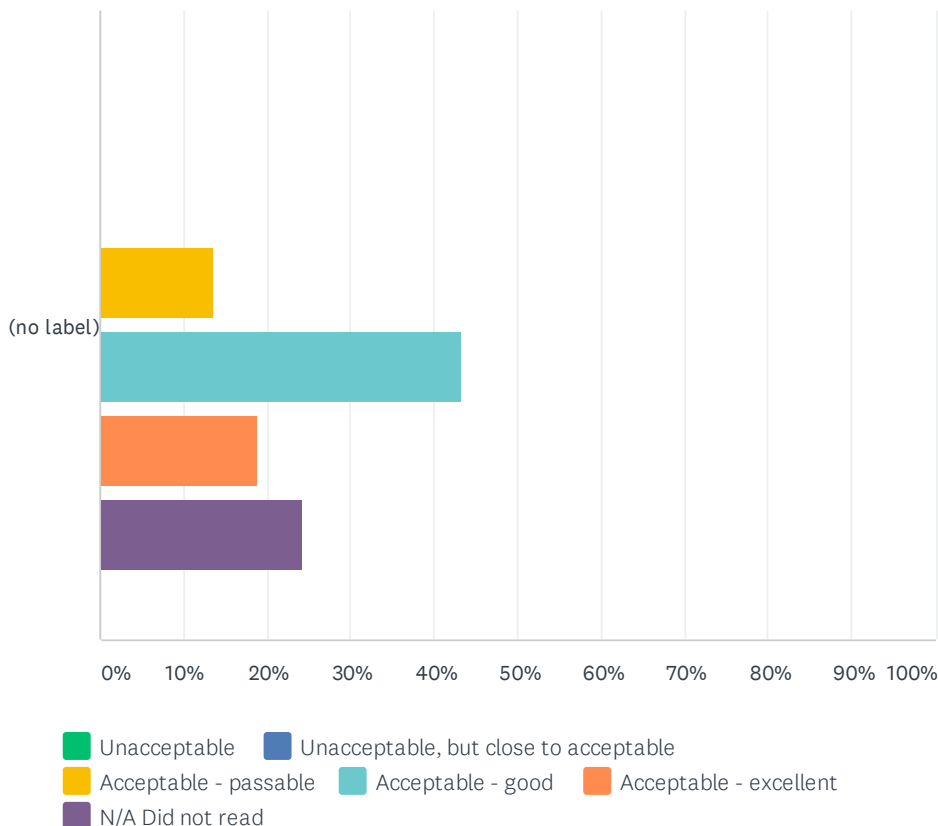


■ Unacceptable
 ■ Unacceptable, but close to acceptable
■ Acceptable - passable
 ■ Acceptable - good
 ■ Acceptable - excellent
■ N/A Did not read

	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	2.70% 1	13.51% 5	27.03% 10	29.73% 11	5.41% 2	21.62% 8	37	2.2

Q18 Chapter 10. How would you rate your understanding of and ability to influence a network of stakeholders with regards to their understanding of mental health and career development AFTER having read chapter 10?

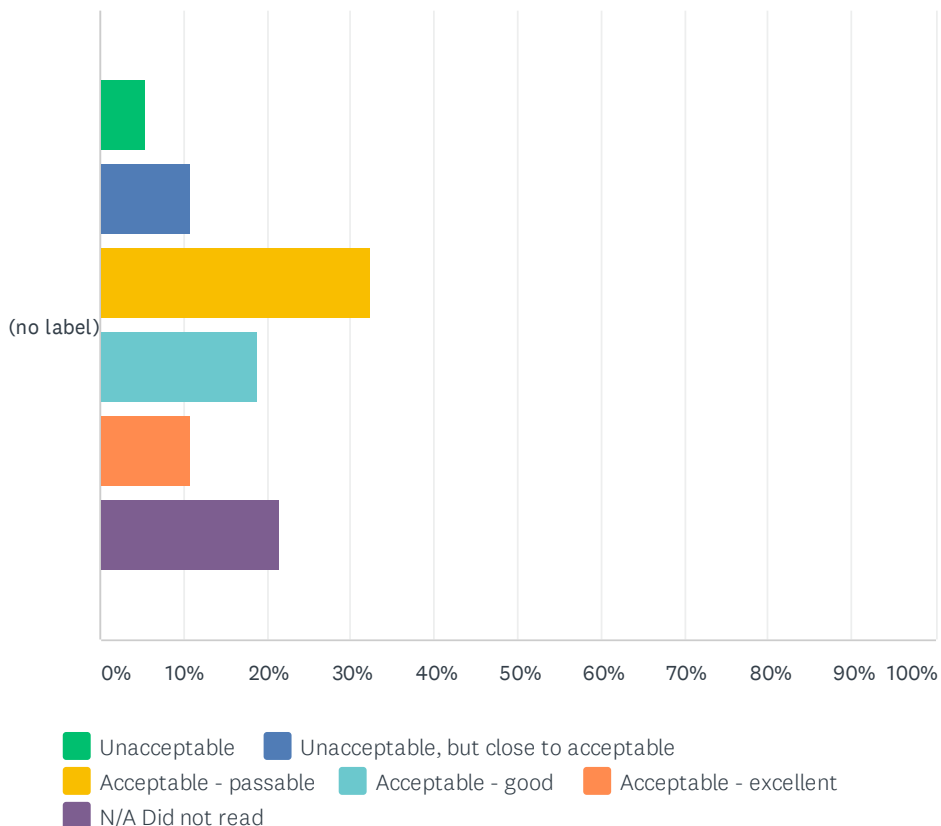
Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	13.51% 5	43.24% 16	18.92% 7	24.32% 9	37	3.0

Q19 Chapter 11. How would you rate your understanding and ability related to evaluating the mental health outcomes of your work BEFORE reading chapter 11?

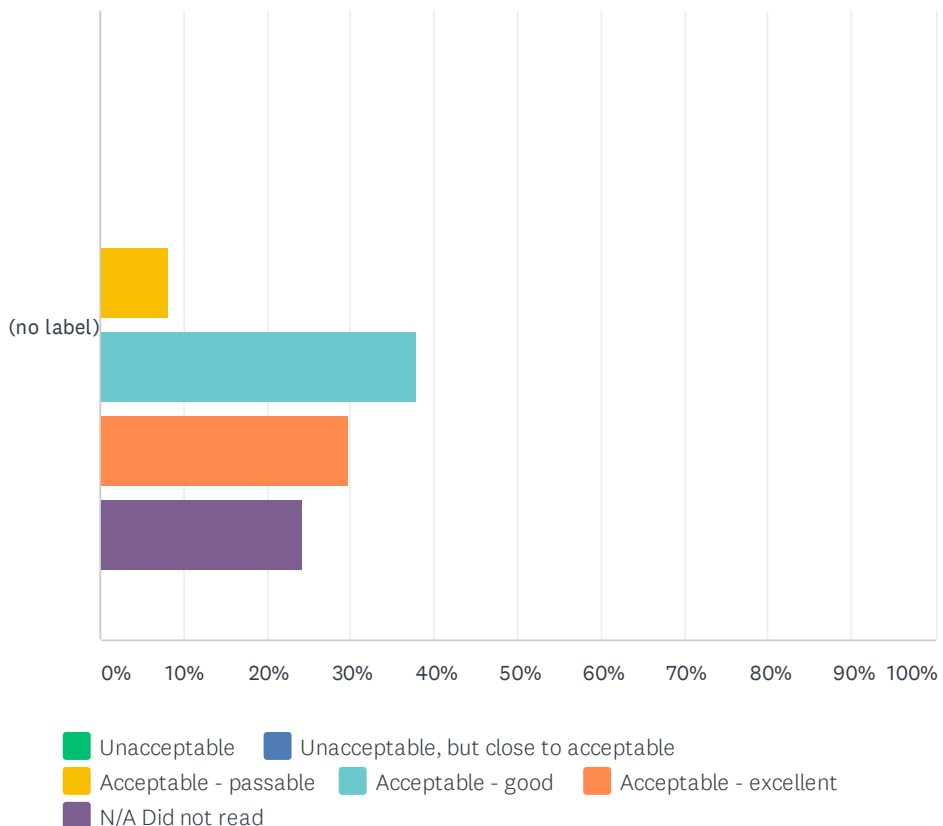
Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	5.41% 2	10.81% 4	32.43% 12	18.92% 7	10.81% 4	21.62% 8	37	2.2

Q20 Chapter 11. How would you rate your understanding and ability related to evaluating the mental health outcomes of your work AFTER reading chapter 11?

Answered: 37 Skipped: 0



	UNACCEPTABLE	UNACCEPTABLE, BUT CLOSE TO ACCEPTABLE	ACCEPTABLE - PASSABLE	ACCEPTABLE - GOOD	ACCEPTABLE - EXCELLENT	N/A DID NOT READ	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	8.11% 3	37.84% 14	29.73% 11	24.32% 9	37	3.2

Q21 What did you like about the book?

Answered: 31 Skipped: 6

#	RESPONSES	DATE
1	This paragraph is the key to how I changed my thinking around mental health and career development. Keyes's model may require a real shift in thinking for you. It certainly did for us. The model proposes that someone can have a diagnosed mental illness and simultaneously be mentally healthy, and this is not a mainstream view. Western society typically understands these as states on a single continuum: One either has a mental illness or is mentally healthy. And yet, viewing mental illness and mental health according to Keyes's model is similar to the way we think about physical health: A person can have a physical condition or disease and yet be in good physical health. For example, one can have diabetes and yet be very physically healthy. We suspect	8/31/2020 10:49 AM
2	Clearly laid out and accessible.	8/28/2020 5:06 PM
3	I enjoyed the modelling and the breakdown of stressors	8/28/2020 12:40 PM
4	Linkages and the patterning of the relationships between career development and mental health is well studied and articulated	8/27/2020 5:59 PM
5	I like the focus on mental "health" and the connecting of mental health with career - many managers and leaders (in Coop programs specifically) do not understand this - coming from their "business" POV	8/27/2020 10:37 AM
6	The practical solutions provided.	8/27/2020 9:41 AM
7	It is clearly laid out and easy to refer to. The charts and text boxes make it very accessible when skimming through for specific information	8/27/2020 9:10 AM
8	Having a better understanding of the implication that stress can cause from the work environment.	8/27/2020 8:23 AM
9	The linking and connections between the two worlds. For too long they have not been viewed as interrelated.	8/27/2020 7:43 AM
10	Never received them	8/27/2020 7:32 AM
11	I found the book to be well written in terms of the approach taken, leading the reader through various stages of understanding and knowledge, starting with the background/theoretical side moving into the practical side.	8/21/2020 8:48 AM
12	Easy to read / relevant chapter headings / important subject matter so important book to have on the shelves.	8/19/2020 5:44 AM
13	Its very easy to read and understand	8/18/2020 9:38 PM
14	Easy to read. Especially after attending the PD via the CEAV/	8/18/2020 8:28 PM
15	It was great for Career Practitioners - easy to read, practical	8/18/2020 8:02 PM
16	Chapter Five. I also really liked the graphics and general layout of the book.	8/18/2020 2:29 PM
17	Very thorough information.	8/17/2020 1:21 PM
18	Added clinical validation to insights gleaned from working with clients	8/17/2020 11:06 AM
19	Captured the importance of career wellness and mental health in one resource.	8/13/2020 3:35 PM
20	I enjoy that the book is user friendly. I can refer to it between meetings and not feel bogged down.	8/13/2020 1:39 PM
21	contents were generally insightful and a good read	8/13/2020 3:00 AM
22	The practicality of the book. Too many books are theoretical only whereas this provided real world applications.	8/12/2020 6:04 PM
23	It's practical application - written and designed in a way to be accessible to the practitioner.	8/12/2020 4:31 PM

Strengthening Mental Health Through Effective Career Development -
Book Feedback (Full)

SurveyMonkey

24	I liked the "To Ponder" and "Reflection" questions that encourage the reader to engage with the topic and how it applies to their practice.	8/12/2020 1:45 PM
25	I appreciated the simplicity of the content, stories and high level of reader engagement. I really appreciated the online option, which I used extensively in a master's research paper.	8/12/2020 12:31 PM
26	This is the exact field Im interested in and I think we all need to hear more about mental health and career development.	8/12/2020 11:45 AM
27	Quick and easy read, very applicable	8/12/2020 11:30 AM
28	brought forward good ideas and suggestions on how to better serve clients who are struggling with mental health and career progress	8/12/2020 11:26 AM
29	download able	8/12/2020 11:25 AM
30	Easy to read, structure and layout is user friendly, relatable vignettes	5/4/2020 3:09 PM
31	I read through Strengthening Mental Health Through Effective Career Development, and I want to commend your efforts on this! This must have been quite a challenge - but very much needed and very helpful for practitioners! As someone with an educational background in clinical/counselling psychology and interest/experience in career counselling, I also see career development as part of mental health. However, I did not see this connection until I had a great professor (Jane Hayden) who taught a course on Career Development at UW. Before then I thought career services were for help with resume/cover letter/coop etc. After this course and being a career counsellor, I see all the mental health outcomes clients have, specifically self-understanding and self-acceptance which are not always accomplished in the same way in personal counselling. Part of my misunderstanding of this is the disconnect between mental health and career services. The buildings for these services in university are in separate buildings and there seemed to be less information available indicating the benefits of career counselling outside of resume/cover letter/coop assistance.	4/3/2020 1:42 PM

Q22 What changes do you recommend?

Answered: 22 Skipped: 15

#	RESPONSES	DATE
1	Greater acknowledgement of issues/challenges related to equity, diversity, and inclusion (EDI).	8/28/2020 5:06 PM
2	I would like to see more case studies in the chapters.	8/27/2020 5:59 PM
3	Some coverage of the mental health challenges of career professionals - particularly with over zealous managers pushing these practitioners to do more.	8/27/2020 10:37 AM
4	none	8/27/2020 9:41 AM
5	I don't have any suggestions	8/27/2020 9:10 AM
6	None	8/27/2020 8:23 AM
7	More case studies like "Kids in the Hall". This is what practitioners need more of. What does this work look like when done well. That is key!	8/27/2020 7:43 AM
8	Never received them	8/27/2020 7:32 AM
9	Not so much a change, but I would like to see an increased focus on challenge / problem areas encountered by practitioners to provide an understanding of what to be aware of and how to overcome them. Also a focus on the self in terms of being aware of your own mental health when approaching this work/mindset.	8/21/2020 8:48 AM
10	Perhaps some case studies	8/19/2020 5:44 AM
11	We need a version for principal, school executives, psychologists and parents. I don't believe the link between Career Development/Wellbeing is clear to a broader audience yet	8/18/2020 8:02 PM
12	I was quite engaged with the book until the beginning of Chapter 6. I was making time to read a bit each day. Then either my interest flagged or other concerns captured my attention, and I kept putting off getting back to it. Not sure what lesson you can draw from that other than the fact that it is hard to hold some practitioner's attention for long when you competing with more "practical" concerns. One thought I have is to offer practitioners a checklist they can use to make use of the lessons the authors provide. See Atul Gawande's book about checklists, The Checklist Manifesto for more on this idea.	8/18/2020 2:29 PM
13	None	8/17/2020 1:21 PM
14	Somewhat repetitive in content	8/17/2020 11:06 AM
15	No changes are recommended at this time.	8/13/2020 1:39 PM
16	more diagrams would be useful	8/13/2020 3:00 AM
17	It would be great to see more case studies, especially in how mental health affects different client cohorts.	8/12/2020 6:04 PM
18	Maybe a little less on the theory.	8/12/2020 4:31 PM
19	Perhaps dividing it into sections such as A. Theory, B. Practical Implications, and C. Administrative Implications.	8/12/2020 1:45 PM
20	None	8/12/2020 11:30 AM
21	There is limited discussion on cross cultural dimensions. Some of the terminologies, metaphors and apologies are not unique to Western practitioners.	5/4/2020 3:09 PM
22	. My feedback for future editions would be to continue to talk about potentially connecting these services and increasing the messaging that career counselling positively impacts mental health and how this is accomplished. I also think it would be interesting to further the conversation of having education programs with a focus on counselling and career development.	4/3/2020 1:42 PM

Q23 How has your investment in reading this book changed your practice?

Answered: 28 Skipped: 9

#	RESPONSES	DATE
1	I have a different perspective towards mental health and career development.	8/31/2020 10:49 AM
2	Relationship between CD and mental health is much more top of mind.	8/28/2020 5:06 PM
3	well thought examples and enjoyed the user friendly language for current day applications	8/28/2020 12:40 PM
4	I could apply some skills in my work.	8/27/2020 5:59 PM
5	It has reinforced my understanding and also expanded it - I was a mental health and addictions clinician before becoming a career educator.	8/27/2020 10:37 AM
6	Deepened my understanding of mental health as a component of the career development process.	8/27/2020 9:41 AM
7	It's given me insight into how my practice does intersect with mental health. This is not something I had reflected on very much before.	8/27/2020 9:10 AM
8	I try to lessen the stress in my work	8/27/2020 8:23 AM
9	It hasn't changed my practice, it has changed how I teach practitioners. It provides more intentionality about how we do the work.	8/27/2020 7:43 AM
10	Never received them	8/27/2020 7:32 AM
11	Made me more aware of what I say and do.	8/19/2020 5:44 AM
12	I'm more aware of the impact that my role plays	8/18/2020 9:38 PM
13	Whilst my work has and does involve working with students who have mental health issues i had not given a great deal of thought to the impacts of my generalised approach when working with whole groups. I now have that lense when considering the options I present when developing career development activities.	8/18/2020 8:28 PM
14	It has given me confidence to articulate that link myself (to whomever will listen!) I need to continue to work on creating opportunities to collaborate with the School Wellbeing team in a more meaningful way.	8/18/2020 8:02 PM
15	It has made me more able to explain the benefits of career development work to psychotherapist colleagues.	8/18/2020 2:29 PM
16	More insight and ability to self reflect in the work I do.	8/17/2020 1:21 PM
17	Increased my awareness of wellbeing and lead to integrating a formalized component into my work with clients	8/17/2020 11:06 AM
18	I have been able to share the book with staff to bring everyone to the same level of understanding and their practice.	8/13/2020 3:35 PM
19	I find that I have a better understanding of other factors that were not considered previously with respect to working with some clients. As a result, I possess increased confidence working with clients.	8/13/2020 1:39 PM
20	it has definitely benefited for the most part in terms of awareness of mental health in the career development setting	8/13/2020 3:00 AM
21	Definitely more aware of strategies I can implement with my clients.	8/12/2020 6:04 PM
22	I am trying to use the strategies in Chapter 9 more frequently - questioning, reacting, and structuring to provide more of a focus to appointments and to hopefully use the time more effectively.	8/12/2020 1:45 PM
23	I appreciated the complex learning it has provided in regards to systems thinking and viewing how mental health and CDL impact each other.	8/12/2020 12:31 PM

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Book Feedback (Full)

SurveyMonkey

24	I feel more prepared in my career.	8/12/2020 11:45 AM
25	More confident	8/12/2020 11:30 AM
26	makes me more aware of the correlation between mental health and career development	8/12/2020 11:26 AM
27	I am still thinking through it so let just say the book has planted a seed. I will definitely be paying more attention to evaluation.	5/4/2020 3:09 PM
28	People are often confused about the interconnection between career and mental health. As someone with a background in counselling and career development this connection is apparent to me. Now I have research and evidence to back it up. This is helpful for explaining to clients and for writing proposals about how career counselling positively impacts mental health.	4/3/2020 1:42 PM

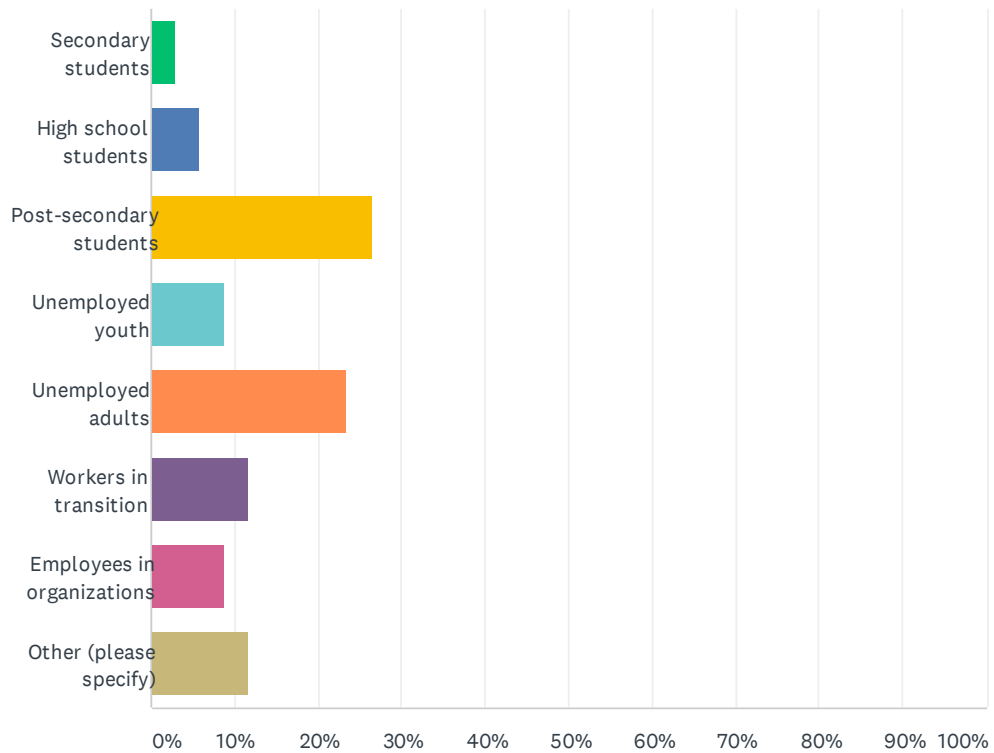
Q24 Please share any other comments you have below:

Answered: 15 Skipped: 22

#	RESPONSES	DATE
1	I really liked the questions to ask yourself at the end of the chapter.	8/31/2020 10:49 AM
2	Love the book and have really appreciated the sessions too.	8/28/2020 5:06 PM
3	I would like to share this wonderful work with my teams.	8/27/2020 5:59 PM
4	With the rise to dominance of work integrated learning (like Coop), it is often the case that the "person" and their health (bio/psycho/social or otherwise) are not factored into their "career development " as much as they could be. Q: are we only educating "compliant employees' or are we also helping to develop "self actualized citizens"?	8/27/2020 10:37 AM
5	Even though I have not read the book cover to cover, it's been helpful for me.	8/27/2020 9:10 AM
6	Great Book	8/27/2020 8:23 AM
7	This is a good start, I am glad that you are continuing to develop it, this will always be a work in progress, and we all need to be patient with it. I appreciate it most of all because I teach practitioners and it provides a framework for helping.	8/27/2020 7:43 AM
8	Never received them	8/27/2020 7:32 AM
9	Keep them coming. Very important particularly in our current times.	8/19/2020 5:44 AM
10	Thank you!	8/18/2020 8:02 PM
11	The topic is important, and the authors have done an excellent job of establishing the connection between career development activities and mental health outcomes. I commend their concern and thoughtful presentation.	8/18/2020 2:29 PM
12	N/A	8/13/2020 1:39 PM
13	Fantastic book and I look forward to reading more.	8/12/2020 6:04 PM
14	A chapter on how mental health and CDL impact immigrant & refugees and students from international pathways	8/12/2020 12:31 PM
15	Thanks again for your contribution! This work is needed :)	4/3/2020 1:42 PM

Q25 Who are the main clientele you work with?

Answered: 34 Skipped: 3



ANSWER CHOICES	RESPONSES
Secondary students	2.94% 1
High school students	5.88% 2
Post-secondary students	26.47% 9
Unemployed youth	8.82% 3
Unemployed adults	23.53% 8
Workers in transition	11.76% 4
Employees in organizations	8.82% 3
Other (please specify)	11.76% 4
TOTAL	34

#	OTHER (PLEASE SPECIFY)	DATE
1	!8-64 Unemployed clients	8/27/2020 8:24 AM
2	Variety	8/27/2020 7:32 AM
3	Varied across all areas	8/19/2020 5:45 AM
4	All of the above	4/3/2020 1:42 PM