• PROGRAM/SERVICE OVERVIEW:
DSS Self Advocacy Workshop Series – Developing Your Professional Self-Esteem Learning Outcomes Survey
Educate and Motivate! is a Self-Advocacy Workshop series offered by Disabled Student Services in collaboration with the Workability IV program which is dedicated to providing disabled students with career development tools and resources necessary to secure and retain career related employment after graduation. Human beings tend to determine their self-worth by comparing themselves to others, engaging in competitive practices, measuring their social and professional worth, as well as utilizing other external value systems. The goal of this workshop is for students to gain awareness about intrinsic human worth and then apply it to their own lives as confident and persistent job seekers. The students are introduced to DSS and Workability IV staff, given a psychoeducational presentation on self-esteem, and encouraged to process their feelings in the group. In addition, DSS students rate their satisfaction based on their interaction with the DSS staff.

LEARNING DOMAIN:
Professionalism, Self-Management, and Social/Civic Responsibility

LEARNING OUTCOMES:
Student Learning Outcome #1: Students will develop awareness about how they currently measure their own self-worth based on extrinsic and intrinsic value systems.
Student Learning Outcome #2: DSS students will learn about the myths associated with people with disabilities that society tends to hold as true and research-based statistics proving these myths as false.
Student Learning Outcome #3: DSS students will learn that if they measure their own human worth by external value systems, that their self-esteem would be affected on a daily basis.
Student Learning Outcome #4: Students will learn how to enter into the job development growth cycle and get out of their comfort zone.
Student Learning Outcome #5: Students will feel more confident about their job search after learning about how to develop professional self-esteem.
Student Learning Outcome #6: Students will feel empowered to share information and resources about developing professional self-esteem with others who may also benefit from learning this material.
Student Learning Outcome #7: Students will know at least one person (WorkAbility Staff, Career Center Staff, Disabled Student Services Staff) at CSUF to whom they can go if they have questions or concerns related to developing their professional self-esteem.

PROJECT SAMPLE:
8 Students

DATA COLLECTION TIMEFRAME:
September 2012

DATA COLLECTION METHODS:
Qualitative survey

LIMITATIONS:
Small sample size

SUMMARY OF RESULTS:
The students were presented a great deal of information about self-esteem and how it develops in regards to societal misconceptions of disability status and how it relates to seeking, finding, and maintaining employment. The results of the survey indicated that DSS students gained an
understanding of how they currently measure their own self-worth based on extrinsic and intrinsic value systems, the myths associated with people with disabilities that society tends to hold as true when research proves to be false, and how students can get outside their comfort zone in order to enter into the job development growth cycle. Most students felt more confident about their job search than before the workshop. Students indicated a high level of satisfaction from receiving a Developing Your Professional Self-Esteem workshop from DSS staff.
KEY FINDINGS:

- 75% of students indicated that they strongly agreed that they have developed awareness about how they currently measure their own self-worth based on extrinsic and intrinsic value systems. 25% of students indicated that they moderately agreed.
- 88% of DSS students indicated that they learned about the myths associated with people with disabilities that society tends to hold as true and about research-based statistics proving these myths as false. 12% of students moderately agreed.
- 63% of DSS students strongly agreed that they had learned that if they were to measure their own human worth by external value systems, that their self-esteem would be affected on a daily basis. 37% of students moderately agreed.
- 100% of students strongly or moderately agreed that they have learned how to enter into the job development growth cycle and get out of their comfort zone.
- 100% of students strongly or moderately agreed that they feel more confident about their job search after learning about how to develop professional self-esteem.
- 100% of students strongly or moderately agreed that they feel empowered to share information and resources about developing professional self-esteem with others who may also benefit from learning this material.
- 100% of students strongly or moderately agreed that they know at least one person (WorkAbility Staff, Career Center Staff, Disabled Student Services Staff) at CSUF to whom they can go if they have questions or concerns related to developing their professional self-esteem.

2013-2014 STRATEGIC GOALS:

Disabled Student Services has several strategic goals for the upcoming year based on this assessment which will improve the program and services provided:

1. DSS will continue to offer more groups involving student learning related to their specific academic, career, or disability-related challenges.
2. DSS will continue to collaborate with the WorkAbility IV program to market the self-advocacy workshop series for the 2013-2014 academic year with a pre-determined calendar of workshops offered on a monthly basis in the Career Center.