CO 770: CAREER AND LIFESTYLE DEVELOPMENT  
Gordon-Conwell Theological Seminary–Charlotte  
Professor: Vickey L. Maclin, PsyD  
Spring 2014  
Feb. 7-8; Mar 7-8 Apr. 4-5

CONTACT INFORMATION:  
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PURPOSE:  
This course is designed to provide students with an overview of understanding the theological concepts of vocation and calling, and the process of evaluating and choosing a career path and lifestyle. Topics include the process of career counseling as distinct from therapeutic counseling, inventories and instruments available, systemic view of the changing workplace, balancing roles of work, family, and personal needs, and ethical standards in career counseling. The student will explore career development theories, occupational and educational information sources and systems, career and leisure counseling, educational guidance, and lifestyle and career decision-making.

COURSE OBJECTIVES:  
1. Students will develop a biblical and theological understanding of vocation and calling career, and work as foundational to career counseling.  
2. Students will become acquainted with the major theoretical approaches to career counseling and development, and will be able conceptualize and articulate these theories.  
3. Students will evaluate their own career development and career choices in light of the major theories of the field.  
4. Students will be provided with the opportunity to acquire career counseling skills.  
5. Students will be exposed to tools utilized in career counseling, including assessment inventories and other helpful techniques.

TEXTBOOKS:  
Required:  
ISBN: 0840034350


Recommended:  
REQUIRED ASSESSMENT INSTRUMENTS:
Your $50 course fee includes one Strong Interest Inventory (SII) and one Myers Briggs Type Indicator (MBTI). You will administer these instruments to your non-relative as a part of your career counseling project.

COURSE REQUIREMENTS:
All writing assignments should be submitted electronically in the Sakai course assignments area.

File names of submitted assignments should include the student’s name.

Lateness will be penalized 1 point for each day an assignment is late. Excessive or insufficient length will be penalized ½ letter grade per page over/under limits. Failure to use APA format will be penalized ½ to 1 letter grade, depending on the errors. Assistance with correct APA format is available on line in Counseling Central, under Program Documents (see also http://owl.english.purdue.edu/owl/section/2/10/). Plagiarism is considered a serious academic offense at GCTS. Please note the guidelines at http://www.indiana.edu/~wts/wts/plagiarism.html.

1. CAREER ASSESSMENT PAPER OF NON-RELATIVE
The career assessment is a 10-15 page double-spaced, 1-inch margin typewritten paper describing and summarizing a career and lifestyle development assessment of an individual in relationship to specific theoretical orientations presented in class. The paper will include: (1) personal history; (2) career assessment; (3) current and future career orientation. See attached suggested outline.

To accomplish this assessment, each student will counsel with the individual for whom they are providing the career assessment for at least three 1-hour sessions. The counseling will focus on relevant career decisions or career planning. During the counseling sessions, you will also generate a career genogram. You will also administer the SII and the MBTI via http://online.cpp.com (Instructions will be provided in the first class).

Grades for this paper will be based primarily on the content. However, quality of writing will be considered. In addition, points will be lost for other difficulties including failure to use APA format (between ½ and 1 letter grade, depending on severity of errors), excessive length (3 points per page over or under limit), and lateness (1 point per day up to 2 full letter grades).

Due date: April 26, 2014, submitted electronically in the course assignments area by 11:59 pm (before midnight)

2. READING:
To develop an adequate foundation in career counseling, students are expected to read from a variety of sources and topics. In addition to the required texts, other relevant texts may be chosen from the bibliography or may be chosen by the student. Research articles from professional counseling journals are excellent sources of current information.
The student will keep account of these readings by means of an annotated bibliography that shall include the following components, using APA style format:

1. Author(s), Title of the book, chapter, or journal article, Publisher and year of publication
2. Number of pages read by source (total pages read should also be tallied on first page)
3. Brief summary of the central ideas and concept presented. Journal articles and book chapters can be summarized in a paragraph (at least 200 words), and books can be summarized in one-half to one page, typed single-spaced. Although the core of the grade for this assignment is based on the number of pages read, the nuance (+/-) is based on the quality of the annotation.
4. If the resource was videotape, indicate a page number equivalency (1 hour = 33 pages; six hour maximum).

Grading will be as follows:
- A = 2000+ pages read
- B = 1600-1999 pages read
- C = 1200-1599 pages read
- D = 800-1199 pages read

Due date: March 29, 2014, submitted electronically in the course assignments area by 11:59 pm (before midnight)

3. EXAMS:
There will be one final exam. One month after the final class, students will complete a final exam. The exam will be multiple-choice questions, and will be based on materials in the textbooks, handouts, and class presentations. A study guide will be provided. The licensing exams you will take in order to secure your LPC license are all multiple-choice tests. I am committed to helping you prepare for these exams by ensuring that you have the opportunity to practice this format in this class. Therefore, the final exam will be a multiple-choice test.

The exam will be taken by noon on May 3, 2014

GRADING:

The student’s final grade in this course is based on writing assignments and exams, distributed as follows:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>%</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Counseling Project</td>
<td>35%</td>
<td>150</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>30%</td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>35%</td>
<td>150</td>
</tr>
</tbody>
</table>
THINGS TO DO BEFORE THE FIRST CLASS MEETING

1. Bring a brief sacred reading to share with the class (details to follow in an email)
2. Prepare a skeletal genogram of your family, from your grandparents down
3. Read as much of the required textbooks as you are able
CO 740: CAREER AND LIFESTYLE DEVELOPMENT
COURSE OUTLINE

First Session
- Biblical and theological perspectives on vocation and calling
- Discussion of theories, career theories, developmental and historical perspectives
- CC Techniques: interviewing for career counseling
- Theoretical issues and occupational classification systems
- CC Techniques: career genograms

Second Session
- Holland’s Career typology
- CC Techniques: assessing interests & values
- Developmental theories
- CC Techniques: assessing personality
- Social Learning approaches
- CC Techniques: assessing personality

Third Session
- Personality style perspectives
- CC Techniques: setting goals
- Lifespan issues in career counseling, including choice, transition and retirement
- CC Techniques: using decision-making aids
- Special topics in career counseling, including disabilities, minorities, and other disadvantaged groups
- CC Techniques: homework & role-playing
SUGGESTED OUTLINE FOR CAREER ASSESSMENT REPORT
maximum of 10-15 double-spaced pages
Use complete sentences and formal narrative style with this report
develop a product that would be consistent with professional relationship

1 Identifying Information
1.1 date of report
1.2 name, gender, age
1.3 what career-related questions does the client have?

2 Relevant Background
2.1 occupational history
2.2 educational and academic history (favorite subjects, best grades, SATs, GPA, etc.)
2.3 extracurricular activities
2.4 family background including parents and siblings educational and occupational history
2.5 familial expectations or requirements for client’s career trajectory
2.6 childhood activities, preoccupations, and childhood occupation.

3 Subjective Assessment
3.1 self-reported occupational abilities and skills
3.2 interests
3.3 values
3.4 personality
3.5 levels of occupational development based upon Super’s theory
3.6 limitations such as disabilities or finances that may affect career choice

4 Objective Assessment
4.1 statements regarding the validity of the test results
4.1.1 cooperation with the test requirements such as responsible items
4.1.2 apparent test-taking attitude
4.1.3 effects of the testing environment, etc.
4.2 describe the test used in this assessment (avoid raw scores due to misunderstanding)
4.3 present any data such as the ability, skills, interests, values, or personality measures
4.4 share any available data on spiritual gifts, either objective data or subjective perception

5 Discussion and Conclusions
5.1 how does the client’s subjective assessments compared to the objective appraisal?
5.2 does the client agree with the results?
5.3 how does the self-assessment compared to the reality of what the client able to do it is interested in pursuing?
5.4 from what theoretical orientations did you conceptualize this client?
5.5 what are the next steps this client should consider in his or her career development?

5.6 what is your prediction of what this client is best suited for?

5.7 what barriers do you see that the client is experiencing or will experience?

Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person's distinctive ideas or words, whether published or unpublished, and representing them as one's own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one's writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.
However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades**
Grades are posted online within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

**Returned Work**
Work submitted through Sakai will be returned via Sakai since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.
Additional Resources:


The O*NET Online: Occupational Information Network (http://online.onetcenter.org/)


America’s Career Infonet (Department of labor; http://www.acinet.org/acinet/default.asp)

Myers-Briggs type Inventory http://www.myersbriggs.org/

Please understand me: character & temperament types David Keirsey, Marilyn Bates. or Keirsey Temperament Sorter II http://www.keirsey.com/
COURSE READINGS BIBLIOGRAPHY

Boer, P.M. (2001). *Career Counseling Over the Internet* NJ: Lawrence Earlbaum


