

**CO 770: CAREER AND LIFESTYLE DEVELOPMENT GORDON CONWELL
THEOLOGICAL SEMINARY - CHARLOTTE
January 23-27, 2012; 9:00-4:30**

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COURSE DESCRIPTION:

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.

RELATIONSHIP TO MISSION STATEMENT:

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and attitudes integrated in the person who ministers. Both in traditional degree programs and in continuing education, a combination of careful training and supervised experience in ministry are educational practices essential to achieving that goal.

RELATIONSHIP TO THE CURRICULUM:

CO 770, Career and Lifestyle Development, relates to the broader MACC in the following ways:

1. It utilizes theory and knowledge gained about individuals and their families, and the systems in which they live from courses including CO610 (advanced developmental psychology), CO614 (Family systems Theory), and CO611 (theories of personality), and provides students with a context in which to develop understanding of how these apply to assisting clients with presenting problems related to work, career, retirement and other lifestyle development issues.
2. It prepares students for their clinical training (CO867, CO868 and CO869) by providing them with models and instruments of career development, and the rationales behind them, so that when they enter into practice with clients presenting for treatment, they have models which they can implement to assist these clients with presenting problems related to work, career, retirement and other lifestyle development issues.
3. It provides content students are required to master in order to become licensed professional counselors, and contributes to the students' ability to meet the curricular requirements for licensure, which is one of the key distinctives of the MACC degree at GCTS.

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.

COURSE REQUIREMENTS:

Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The successful completion of these activities will require each student to spend approximately 135 hours devoted to coursework, both in class and out of class. The following chart indicates how these hours are distributed across the various course assignments. Descriptions of the assignments are listed below.

Course Assignment	Expected Time Commitment (hrs)	Student's actual time on task
Class attendance	30	
Reading	50	
Volunteer client counseling, testing & write-up	30	
studying for & taking exam	25	
Total Time	135	

Students will keep a record of time spent on each course-related task, and will submit a final report, as above, with their actual hours spent on each task listed in the last column of the table.

TEXTBOOKS:

required:

Zunker, V.G. (2012). *Career Counseling: A Holistic Approach (8th Edition)*. Brookes/Cole. **ISBN:** 0840034350

Veith, G.E. (2002/2011) *God at Work*. Wheaton IL: Crossway Books. **ISBN-10:** 1581344031

Recommended:

Osborn, D.S. & Zunker, V.G. (2011). *Using Assessment Results for Career Development, 8th Edition*. Brookes/Cole. **ISBN:** 1111521271

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.

WEB-ENHANCED FEATURES:

All course assignments will be posted in Sakai. Class work will include accessing resources on the internet. Therefore, students are expected to have computers with which to complete these in-class assignments.

COURSE ASSIGNMENTS:

1. CAREER ASSESSMENT PAPER OF NON-RELATIVE

The career assessment is a 10-15 page double-spaced 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).

Due date: March 12, 2012, submitted electronically in the CAMS course assignments area

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 a videotape, indicate a page number equivalency (1 hour = 33 pages; 6 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 12, 2012, submitted electronically in the CAMS course assignments area

3. EXAM:

There will be one final exam. One month after 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 your classes here at GCTS. Therefore, the final exam will be a multiple choice test.

The exam will be taken by noon of February 27, 2012.

GRADING:

All writing assignments should be submitted electronically **in the Sakai course assignments area.**

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 at <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>.

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

career counseling project:	35%
annotated bibliography	30%
exam	35%

ATTENDANCE POLICY:

Attendance and full participation is expected during all class meetings. If you miss up to three hours of class for any reason, you can either choose to (1) submit an annotation for an additional 500 pages of reading pertaining to missed course content or (2) have five points deducted from your final course grade, as well as making up any pertinent assignments related to missed content to be decided by professor.

DOCUMENT FORMATTING AND CITATION STYLE REQUIREMENTS:

All papers will be prepared in APA Format.

File names of submitted assignments should include the student's name and reference to the assignment: for example, Boccia - career assessment.docx or Boccia - annotated bibliography.wpd

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 770: CAREER AND LIFESTYLE DEVELOPMENT
COURSE SCHEDULE**

<i>session 1</i>	Biblical and theological perspectives on vocation and calling
<i>session 2</i>	Biblical and theological perspectives on vocation and calling
<i>session 3</i>	discussion of theories, career theories, developmental and historical perspectives CC Techniques: interviewing for career counseling
<i>session 4</i>	Theoretical issues and occupational classification systems CC Techniques: career genograms
<i>session 5</i>	Holland's Career typology CC Techniques: assessing interests & values
<i>session 6</i>	Developmental theories CC Techniques: assessing personality
<i>session 7</i>	Social Learning approaches CC Techniques: assessing personality
<i>session 8</i>	Personality style perspectives CC Techniques: setting goals
<i>session 9</i>	lifespan issues in career counseling, including choice, transition and retirement CC Techniques: using decision-making aids
<i>session 10</i>	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?

Grading rubric for this paper:

quality of subjective assessment	10 pts
quality of objective assessment	10 pts
integration of subjective and objective components	10 pts
conclusions	10 pts
quality of writing	5 pts
utilization of professional resources	5 pts
total points	50 pts

Additional Resources:

The National Career Development Association (American Counseling Association;
http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page

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

Occupational Outlook Handbook (Bureau of Labor Statistics, www.bls.gov/oco/)

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

Myers-Brigs 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

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- Bolles, R.N. (2010) *What Color Is Your Parachute?* Ten Speed Press
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- Schultze, Q. (2005). *Here I am: Now what on earth should I be doing?* Grand Rapids MI: Baker books.
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- Smith, G.T. (1999). *Courage and Calling: Embracing Your God-given Potential*. Downers Grove IL: Intervarsity Press.
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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 cancellation 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 on-line 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

Submitted course work will be returned to the student provided s/he provides a self addressed and postage paid envelope with his/her final work. Work submitted without the appropriate envelope will be destroyed once the

grade has been assessed and issued.