CO 740
Career and Lifestyle Development
September 10-December 5, 2006; Wednesday & Fridays 10:45am-12:15pm
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Office Hours
Monday 9 am-12 pm
Friday 9 am-12 pm

Where your talents and the needs of the world cross,
Therein awaits your vocation--Aristotle

Course Description:
The goal of this course is to introduce the student to all relevant and basic aspects of the career counseling process. The emphasis is on helping the student develop skills to help individuals throughout the life span make career choices. Specific aspects of the career counseling process that will be discussed will include career choice theories, socio-psychological factors and religious beliefs that affect career decision-making, ethical issues in career counseling, and counseling with specific populations.

Course Objectives:
- The student will be able to list multiple factors that affect the career counseling process including religious beliefs, role conflicts, mental health issues, multicultural issues, and gender roles especially as these factors relate to specific populations.
- The student will learn about career development theories, assessment instruments and techniques, and career resources as they relate to the career counseling process.
- The student will demonstrate the skills needed to complete the career counseling process.
- The student will be able to list ethical considerations in the career counseling process.
- The student will become familiar with a career center and its services including computer-based resources.

Required Texts:


Required Assessment Instruments:
Your $100 fee includes 2 SII and 2 MBTIs. You will complete 1 SII and 1 MBTI as yourself. You will administer 1 SII and 1 MBTI to your non-relative.
- Strong Interest Inventory (SII)
- Myers Briggs Type Indicator (MBTI)

In the Reference section of Goddard library:

Resources


Jung, C.G. (1923/71) *Psychological Types* Princeton


The National Career Development Association (American Counseling Association; http://www.ncda.org/about/poles.html)

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
Requirements
Students are expected to attend all classes and to participate actively. *Students will discuss all absences with the instructor.* Absences of more than 2 hours will result in additional assignments or a grade penalty depending on the number of absences. Students will complete all reading and other assignments. Discuss all late assignments with the instructor.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 career summaries</td>
<td>10</td>
</tr>
<tr>
<td>(one of them a mental health professional)</td>
<td></td>
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<tr>
<td>Visit to career center</td>
<td>10</td>
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<tr>
<td>1 informational interview</td>
<td>10</td>
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<tr>
<td>(must be a mental health professional)</td>
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<tr>
<td>Self-assessment</td>
<td>35</td>
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<tr>
<td>Assessment of non-relative</td>
<td>35</td>
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The Self-assessment is a short **single-spaced** (10 pages maximum) paper summarizing your skills / abilities, interests, values, and personality that support your current career choice. See outline below.

The Career Assessment of a non-relative is a write-up of 1-3 counseling session(s) with an individual describing this individual from a theoretical perspective. See outline below.

Course Outline with Assignments

September 10 Review syllabus. Discuss ethical and legal issues in non-relative career assessment including consent form.
1. Refer to a copy of the American Counseling Association Code of Ethics and Standards of Practice (http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx?) or the Ethical Principles of Psychologists (American Psychological Association) or American Association for Marriage and Family Therapy ethics (http://www.aamft.org/resources/LRMPlan/Ethics/ethicscode2001.asp)

September 12 Definitions. What work does for people. Socio-psychological factors that affect career decision-making.

September 17 Trait theories
1. Read Chapter 1 pp. 1-35 Yost & Corbishley and Chapter 1 pp. 1-36 Lock

September 19 Developmental theories

September 24 Social learning theories
self-efficacy expectations to perceived career options in college women and men. *Journal of Counseling
Psychology, 28*(5).

September 26 How to gather information about careers and how to gather information about self: abilities/skills
and values
1. Read Chapters 2-4 pp. 36-124 Yost & Corbishley
2. Read Lock Chapters 4-7 pp. 120-292
3. Complete any achievement assignment in Lock Chapter 5
4. Complete any skills/abilities assignment in Lock Chapter 6
5. Complete any values assignment in Lock Chapter 7 or create an “I Wheel” Michelozzi’s *Coming Alive from
nine to five* p. 40 (ON RESERVE)

October 1 How to gather information about interests; Strong Interest Inventory and Personality Mosaic
1. Read Lock Chapter 3 pp. 85-118
2. Take the Strong Interest Inventory and bring results to class today
3. Complete the Personality Mosaic in Michelozzi’s *Coming Alive from nine to five* pp. 44-47 ON RESERVE
   The Psychological and Vocational Interest Patterns of Donald Super and John Holland. *Journal of
   Counseling & Development, 75*(1)
5. **Turn in 2 career summaries, one for “counselor”**

October 3 How to gather information about personality type: Myers Briggs and Kiersey Temperament Sorter
1. Read Lock Chapter 3 pp. 99-104
2. Take the Myers Briggs Type Indicator and bring results to class today
3. Take the Keirsey Temperament Sorter II at http://keirsey.com/ (cost: $14.95) or in Please Understand Me
   II: Temperament Character Intelligence by David Keirsey or an earlier version in Please Understand Me by
   Keirsey and Bates ON RESERVE. Bring your results to class today.
4. Read your type in *Type Talk at Work* Kroeger/Thuesen and in *Do what you are* Tieger and Barron-Tieger
   ON RESERVE

October 8 How to gather information about spiritual gifts
1. Complete and bring results from a spiritual gifts inventory with which you are familiar or visit
   http://www.churchgrowth.org/cgi-cg/gifts.cgi or http://www.cforc.com/sgifts.cgi or
   http://buildingchurch.net/g2s.htm or http://mintools.com/spiritual-gifts-assessment.htm or
2. **Turn in self-assessment (see attached outline)**

October 10 Christian misperceptions about career decision-making
   Grand Rapids, MI: Discovery House Publishers

October 15 and 17 No class; Reading Week #1

October 22 Decision-making
1. Read Chapter 5 Yost & Corbishley pp. 125-144
2. Read Lock Chapter 8-9 pp. 294-332

October 24 Overcoming obstacles
1. Read Chapter 6 Yost & Corbishley pp. 145-173
2. See Lock Exercise 10-4 pp. 369-371

4. **Turn in informational interview**

October 29 Creating a job plan
1. Read Chapter 7 Yost & Corbishley pp. 174-198
2. See Lock Exercise 10-2 pp. 365-367

October 31 Resumes, cover letters, interview practice
1. Read Chapters 8-9 Yost & Corbishley pp. 199-246
2. Read Lock Appendix A pp. 379-388
3. Bring a copy of your resume. For an excellent listing of skills for writing your resume, use Lock Exercises 6-1 – 6-3
4. Look at www.ministrylist.com resources for resume and cover letter writing (and for your own job finding in your last year). Be aware that resume resources such as Resumes for Dummies and Cover Letters for Dummies by Joyce Lain Kennedy are available in Placement Office (AC 233)
5. Optional: Look up additional online resume services www.e-resume.us or www.monster.com or www.hotjobs.com

November 5 Job clubs

November 7 Career counseling with people of color

November 12 and 14 No class; Reading Week #2

November 19 Leisure and lifestyle development; counseling demonstration

November 21 Changes in the world of work in the 21st century
1. Read Chapter 2 Lock pp. 38-81
3. Visit a career assisted guidance system site such as EUREKA (http://www.eureka.org/) or DISCOVER (http://www.act.org/discover/)

November 26 Case studies

November 28 No class; Thanksgiving holiday

December 3 Legal and ethical considerations in career counseling
1. Read and bring a copy of the American Counseling Association Code of Ethics and Standards of Practice (http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx?) or the Ethical Principles of
Psychologists (American Psychological Association) or American Association for Marriage and Family Therapy ethics (http://www.aamft.org/resources/LRMPlan/Ethics/ethicscode2001.asp)

2. **Turn in assessment of non-relative.**

December 16 4pm

1. **Turn in Reading Statement**

Last day to submit written assignments or apply to Registrar (not to the instructor) for extension if needed. Let the instructor know if you are applying for an extension with the Registrar.

Reading Statement  
CO 740  
Career and Lifestyle Development

Name: _______________________________________________ Box #: _______________

I have read all the required reading.

______________________ ____________  
Signature   Date

OR Of the required reading, I have read ____ pages.

______________________ ____________  
Signature   Date

Career Assessment of self or of non-relative

*Maximum of 10 *single-spaced* pages.*

*Do not use APA style for this report--single space.*

*Use complete sentences. Do not merely list information.*

*Develop a product that would be useful for your client.*

I. **Identifying information** (1 point)
   ♦ Date of report
   ♦ Gender, age, culture/race/ethnicity--**Do not identify the client’s last name; but you can identify yourself.**
   ♦ What career-related questions does the client have? Identify at least one career related question that this report will address.
   ♦ Dates of 1-3 sessions with client and what you did during each session (for the assessment of the non-relative)

II. **Relevant background** (10 points)
   - occupational history [including high school jobs and volunteer work], educational background, academic history [favorite subjects, best grades, extracurricular activities, SATs, high school GPA]
   - family background (father’s occupational and educational history, mother’s occupational and educational history, siblings’ occupational and educational history)
   - familial expectations or requirements for client’s occupational activity [how does the client respond to the family career expectations?]
   - childhood activities and childhood occupational dreams
III. Subjective assessment – what you or the non-relative reports about him or herself (4 points)

- self-reported occupational abilities / skills
- self-reported interests
- self-reported values
- self-reported personality
- self-reported limitations (e.g., disabilities, finances) that may affect career choice
- level of occupational development based on Super’s theory

IV. Objective assessment – what the assessment reveals about you or the non-relative (10 points)

- How valid are the assessment results and why. [Suggested wording: “The client responded to all the items. There were no indications of an unusual assessment taking attitude or indications of failing to understand instructions. It appears that the client responded to the items in an honest and interpretable manner.”]
- List all the assessment/measures you used. (List names of assessments/measures and references. Include the interests/abilities and values measures you used. Don’t report raw scores since they are often difficult for a client to understand.)
- Results of abilities / skills instruments, e.g., any of the skills / abilities measures in Lock
- Results of interests assessments, e.g., Strong Interest Inventory, Personality Mosaic. [Use the following type of wording: avoid labeling the client: “Results of interest assessment indicate that the client has a high degree of interest in the occupational interest themes of Realistic and Investigative. In addition, the interest in these areas is best characterized by interests in agriculture and scientific research the client appears to be most similar in occupational interests to forest service workers, etc. She is least similar to persons involved in sales and accounting.”] Do not report codes such as “SIA.”
- Results of values instruments e.g., any of the values measures in Lock pp.259-289
- Results of personality assessments, e.g., Myers Briggs Type Inventory or Keirsey. [Use the following type of wording: “Results of personality assessments suggest that (or revealed that) the client is a person who describes herself as more dominant, self-assured, and independent that the majority of persons on whom this assessment was normed. In addition, she appears to be significantly less assertive, anxious, and suspicious than others as well. Such a profile is similar to persons who report being successful and satisfied in a work environment characterized by independent work, etc.”] Do not report codes such as “ENFP.”
- Results of spiritual gifts inventories (e.g., http://www.cforc.com/sgifts.cgi)

V. Discussion and conclusions (10 points) (Make this section the longest and make it useful for the client.)

- How does the client’s subjective assessment compare to the objective assessment information?
- Does the client agree with the results?
- How does the self-assessment compare to the reality of what the client is able to do and is interested in?
- From what theoretical orientation do you conceptualize this client?
- What are the next steps this client should consider in their career development process?
- What is your best prediction of what this client is suited for?
- What are the barriers that the client is experiencing and will experience?
- Make sure you addressed the client’s questions from section I (“What career-related questions does the client have?”)

Total points: 35 points