CO 740 Career and Lifestyle Development

Thursday 2-5pm
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Office Hours posted outside my office

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.

Instructional Methods:
Instructional methods will include lecture, guided discussion, small group discussion, case discussion, guest panel with Q&A, demonstration, role-play, and paired practice.

Required Texts:


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

**Resources**


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


The National Career Development Association (American Counseling Association; www.ncda.org/)

The O*NET Online: Occupational Information Network http://online.onetcenter.org/
In Canada, see http://www5.hrsdc.gc.ca/noc/english/noc/2011/welcome.aspx National Occupational Classification NOC


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

Massachusetts Department of Workforce Development http://www.massworkforce.org/

Keirsey Temperament Sorter II http://www.keirsey.com/

Free type test: http://www.humanmetrics.com/cgi-win/JTypes2.asp

[Check Lock pp. 126-128 for additional on-line resources]

Requirements
Students are expected to attend all classes, to participate actively, and to turn in all work (reading and assignments) on time. Students will discuss all absences with the instructor. Absences of more than 3 hours will affect your participation, the quality of your work and grade. Students will complete all reading and other assignments on time. Students will discuss all late assignments with the instructor. One point will be deducted from all late assignments per day late (including the weekend) and will not be accepted more than 1 week late.

Assignments
2 career summaries 5 points (one of them a mental health professional)
1 informational interview 10 points (must be a mental health professional)
Self-assessment 35 points
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**

*Assignments are due on day listed by 4pm*


- In class, access the American Counseling Association Code of Ethics and Standards of Practice (http://www.counseling.org/) or American Association for Marriage and Family Therapy ethics code (http://www.aamft.org/)
- Read Amundson, Harris-Bowlsbey, & Niles chapter 1
- Read the Introduction to *Theology that Works* on CAMS

September 18 Trait theories, developmental theories, and social learning theories

- Read Amundson, Harris-Bowlsbey, & Niles chapter 2
- Lock Chapter 1

September 25 Psychotherapies; case studies; triad practice

- Read Amundson, Harris-Bowlsbey, & Niles chapters 3-7
- Read Lock chapters 4-7

October 2 Special guest: Rev. Dr. Jim Stout on vocational counseling
October 9 How to gather information about careers and how to gather information about self: abilities/skills and values; how to gather information about interests: Strong Interest Inventory and Personality Mosaic.

- **Complete any achievement assignment** in Lock Chapter 5
- **Complete any skills/abilities assignment** in Lock Chapter 6
- **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)
- **Take the Strong Interest Inventory and bring results to class today**
- **Complete the Personality Mosaic** in Michelozzi’s *Coming Alive from Nine to Five* pp. 44-47 ON RESERVE or at http://muir.ucsd.edu/academics/documents/Personality-Mosaic.pdf or http://www.careercenter.sjsu.edu/students/explore/self_assessment/personality_mosaic.html

October 16 READING WEEK #1.

- Complete 2 career summaries, one for a mental health professional
- Complete informational interview with a mental health professional

October 23 How to gather information about personality type: Myers Briggs and Kiersey Temperament Sorter.

- **Take the Myers Briggs Type Indicator and bring results to class today**
- **Take a Keirsey and bring results to class today: either** the Keirsey Temperament Character Intelligence by David Keirsey or an earlier version in Please Understand Me by Keirsey and Bates ON RESERVE.
- Read your type in *Type Talk at Work* by Kroeger/Thuesen and in *Do what you are* by Tieger and Barron-Tieger ON RESERVE
- **Turn in 2 career summaries, one for a mental health professional**
- **Turn in informational interview with a mental health professional**

October 30 How to gather information about spiritual gifts; Christian misperceptions about career decision-making.

- **Complete and bring results from a spiritual gifts inventory** with which you are familiar or visit http://www.gifttest.org/ or http://www.churchgrowth.org/cgi-cg/gifts.cgi or http://buildingchurch.net/g2s.htm or http://mintools.com/spiritual-gifts-test.htm or http://www.acts17-11.com/gift_inventory.html etc.

November 6 Decision-making; overcoming obstacles; creating a job plan.

- **Turn in self-assessment**
• Read Amundson, Harris-Bowlsbey, & Niles chapters 9 & 10
• Read Lock chapters 8-10
• Review Lock Exercise 10-4 pp. 369-371
• Optional: Review Lock Exercise 10-2 pp. 365-367
• Optional: Read Lock Appendix A pp. 379-388

November 13 READING WEEK #2.
• Work on career assessment for a non-relative (see outline below)

November 20 Resumes, cover letters, interview practice; job clubs
• Bring a copy of your resume. For an excellent listing of skills for writing your resume, use Lock Exercises 6-1 – 6-3
• Look at www.ministrylist.com resources for resume and cover letter writing (and for your own job finding). 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)
• Optional: Look up additional online resume services www.e-resume.us or www.monster.com
• Read Amundson, Harris-Bowlsbey, & Niles chapters 11 & 12

November 27 Career counseling with people of color--guest panel; leisure and lifestyle development; counseling demonstration.

December 4 Changes in the world of work in the 21st century; computer-assisted career guidance systems, technology applications in career counseling/special guest Dr. Cheryl D. Mathews
• Read Amundson, Harris-Bowlsbey, & Niles chapter 8
• Read Chapter 2 Lock
• Turn in the MassCIS report by going to http://masscis.intocareers.org/
• Select ONE from BEYOND.com, INDEED.com, SNAGAJOB.com, JOB.com, FLEXJOBS.com, MONSTER.com, CAREER BUILDER.com, LINKEDIN.com, ONETONLINE, 6FIGUREJOBS.com, ELANCE.com, EXECUNET.com, CARE.com, TOPUSAJOBS.com and be prepared to talk about the usefulness of this tool for job finding.

December 10 Legal and ethical considerations in career counseling; case studies
- **Access or bring a copy** of the American Counseling Association Code of Ethics and Standards of Practice or the American Association for Marriage and Family Therapy ethics
- **Turn in the assessment of non-relative**

December 16 by 4pm
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.
- **Turn in Reading Statement**

**Reading Statement**
**CO 740**
Career and Lifestyle Development

Name: ____________________________________________ Box #: ________________

I have read all the required reading.
- Lock
- Mason
- Robinson
- Amundson, Harris-Bowlsbey, & Niles
- 9 Articles or chapters on reserve
- Websites

______________________________  ________________
Signature                  Date

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

______________________________  ________________
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.

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)

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

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

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.)
- Do not call an assessment a “test.”
• 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)

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