

CO740 Career and Lifestyle Development

May 20, 2019 – May 24, 2019

9am – 12 noon, 1pm – 4pm

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Office Hours during lunch

*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 include ethical issues in career counseling, career development theories, decision-making models, and socio-psychological factors, religious/spiritual beliefs and cultural perspectives that affect career decision-making.

Course Objectives:

The student will:

- Be able to list the relationships between work and well-being and the many factors that affect the career counseling process such as socio-psychological, religious/spiritual and cultural perspectives in diverse populations.
- Learn about career development theories, decision-making models, assessment instruments and techniques, and career resources including online labor resources and online career information systems.
- Develop the skills for educational and career planning and implementation, specifically within the 21st century world of work.
- Become familiar with avocational and other lifestyle development approaches.
- Be able to list ethical considerations in the career counseling process.
- Demonstrate the skills needed to complete the career counseling process including report writing.

The objectives, content and assignments of this course are designed to meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2016) requirements of Section 2, F relating to the core components of

CACREP Standard
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
(a) history and philosophy of the counseling profession and its specialty areas
(h) current labor market information relevant to opportunities for practice within the counseling profession
(j) technology's impact on the counseling profession
SOCIAL AND CULTURAL DIVERSITY
(a) multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

d) the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
(f) help-seeking behaviors of diverse clients
(h) strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
CAREER DEVELOPMENT
(a) theories and models of career development, counseling, and decision making,
(b) approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors,
(c) processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems,
(d) approaches for assessing the conditions of the work environment on clients' life experiences,
(e) strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development,
(f) strategies for career development program planning, organization, implementation, administration, and evaluation,
(g) strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy,
(h) strategies for facilitating client skill development for career, educational, and life-work planning and management,
(i) methods of identifying and using assessment tools and techniques relevant to career planning and decision making,
(j) ethical and culturally relevant strategies for addressing career development.
ASSESSMENT AND TESTING
(i) use of assessments relevant to academic/educational, career, personal, and social development.
CAREER KEY PERFORMANCE INDICATOR
Students will understand and apply "processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems"

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.

Disability Accommodation Policy

Gordon-Conwell Theological Seminary (GCTS) is in compliance with the provisions of the Americans with Disabilities Act. If you have a disability, which meets GCTS' Disability Accommodation Policy, first inform Student Life Services in writing. Then discuss with your professor the disability requiring accommodation.

Required Texts:

Lock, R.D. (2005). *Taking Charge of Your Career Direction: Career Planning Guide, Book1*. Wadsworth Publishing ISBN-10: 0534574262 ISBN-13: 978-0534574260

Robinson, H.W. (1998) *Decision-Making by the Book: How to Choose Wisely in an Age of Options*. Grand Rapids, MI: Discovery House Publishers ISBN-10: 1572930217 ISBN-13: 978-1572930216

Amundson, N.E., Harris-Bowlsbey, J, Niles, S.G. (2013). *Essential Elements of Career Counseling: Processes and Techniques* (3rd ed.). Pearson. ISBN-10: 0132850648 ISBN-13: 978-0132850643

Recommended Texts:

Busacca, L.A., & Rehfuss, M. (eds.) (2017). *Postmodern Career Counseling: A Handbook of Culture, Context, and Cases*. Alexandria, VA: American Counseling Association.

Gysbers, N.C., Heppner, M.J., & Johnston, J.A. (2014). *Career Counseling: Holism, Diversity, and Strengths* (4th ed.). Alexandria, VA: American Counseling Association.

Mason, K. (2008). *When the pieces don't fit: making sense of life's puzzles*. Grand Rapids, MI: Discovery House Publishers.

Savickas, M.L. (2011). *Career Counseling*. Washington, DC: American Psychological Association

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.

Instructions for on-line assessment:

1. <https://Elevate.cpp.com/Respondent/ReturningUser?tokenId=7f4a106a-675e-4b80-b657-92b82e515579>
2. Register with your own name and create your own password (there is no cost involved). It will take you to a page that says you have two assessments to complete if you are doing both Strong's and MBTI otherwise choose the correct test.
3. Complete the form as instructed

Resources

Books

Bolles, R.N. (2006). *What Color Is Your Parachute 2006: A Practical Manual for Job-hunters and Career-Changers*. Emeryville, CA: Ten Speed Press.

Borchard, D.C., Kelly, J.J., & Weaver, N.P.K. (1980). *Your Career: Choices, Chances, Changes*. Kendall/Hunt Publishing Company: Dubuque, IA.

Buckingham & Clifton. (2001). *Now Discover Your Strengths*. NY: Free Press

- Consulting Psychologist Press. (2007). *Strong Interest Inventory® Manual. Research, Development, and Strategies for Interpretation* Revised Edition. Consulting Psychologist Press
- Fowler, J. (1984). *Becoming adult, becoming Christian*. New York: Harper & Row.
- Gardner, G., Csikszentmihalyi, M., & Damon, W. (2001). *Good Work: When Excellence and Ethics Meet*. Basic Books
- Grutter, J. (1998) *Making it beyond today's organizations: career transition, Making it in today's organizations: career enrichment, Making it in today's organizations: career advancement*. Palo Alto, CA: Consulting Psychologist Press, Inc.
- Grutter, J., & Hammer, A.L. (2007). *Strong Interest Inventory® User's Guide: Practitioner's Tool for Understanding, Interpretation, and Use of the Strong Profile and Interpretive Report*. Consulting Psychologist Press.
- Helgesen, S. (2001). *Thriving in 24/7: Six Strategies for Taming the New World of Work*. The Free Press: New York.
- Huffman, D.S. (ed). (2009). *How Then Should We Choose? Three Views on God's Will and Decision Making*. Grand Rapids, MI: Kregel.
- Isaacson, L.E., & Brown, D. (1997). *Career Information, Career Counseling, and Career Development* (6th ed.). Allyn & Bacon: Needham Heights, MA.
- Jung, C.G. (1923/71) *Psychological Types*. Princeton
- Keirsey, D., & Bates, M. (1984). *Please understand me: character & temperament types* (5th ed.) Prometheus Nemesis Book Company
- Kroeger, O. with Thuesen, J. M. (1992). *Type Talk at Work: How the 16 personality types determine your success on the job*. Dell Publishing: New York.
- Lehrer, J. (2009). *How we decide*. Houghton Mifflin Co
- Myers, I.B., with Myers, P.B. (1980) *Gifts Differing*. Davies Black
- Myers, I.B., McCaulley, M.H., Quenk, N.L., & Hammer, A.L. (1998). *A Guide to the Development and Use of the Myers-Briggs Type Indicator®*, (3rd ed). Consulting Psychologist Press.
- Michelozzi, B.N. (2000). *Coming Alive from Nine to Five*. Mayfield Publishing Co: Mountain View, CA.

Niles, S.G., & Harris-Bowlsbey, J. (2008). *Career Development Interventions in the 21st Century* (3rd Ed.) Pearson.

*The O*NET dictionary of occupational titles* (1998). Indianapolis: Jist Works. Reference HB2595.O16

Swanson, J.L. & Fouad, N.A. (2009). *Career Theory and Practice: Learning Through Case Studies*. (2nd ed.) Sage.

Tieger, P.D., & Barron-Tieger, B. (1992). *Do what you are: discover the perfect career for you through the secrets of personality type*. Boston: Little, Brown.

Websites

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

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

MassCIS (Massachusetts Career Information System) portal:
<https://portal.masscis.intocareers.org>

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

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

Occupational Outlook Handbook at the Bureau of Labor Statistics: www.bls.gov/oco/

Type assessments: <http://www.humanmetrics.com/cgi-win/JTypes2.asp>,
<http://www.16personalities.com/free-personality-test>

Requirements

Students are expected to attend all classes and to participate actively. 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 assignments ON TIME. If life intervenes to prevent you from turning in an assignment on time, I will honor your prioritization of your life over schoolwork and the grade penalty is 1 point per day including weekends with no late assignment accepted more than 1 week late. Walker Percy said, "You can get straight A's and flunk life." Choose life and incur the grade penalty.

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
MassCIS report	10 points
Assessment of non-relative	35 points
Reading	5 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 at the end of syllabus.

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

Grading Scale

95-100 A	74-75 C
90-94 A-	70-73 C-
86-89 B+	66-69 D+
84-85 B	64-65 D
80-83 B-	60-63 D-
76-79 C+	Below 60 F

Course Outline with Assignments

Assignments are due on day listed by 11:55pm

Day 1 May 20 Review syllabus. Discuss ethical and legal issues in non-relative career assessment including consent form. Definitions. What does work do for people? Socio-psychological factors that affect career decision-making. Trait theories, developmental theories, social learning theories, and psychotherapies.

- In class, access the American Counseling Association Code of Ethics and Standards of Practice (<http://www.counseling.org/>)
- Read Amundson, Harris-Bowlsbey, & Niles chapter 1-7
- Read the Introduction to *Theology that Works* on Sakai
- Read Lock Chapters 1, 3-4
- Read Gummere, R.M. (1988). The Counselor as prophet: Frank Parsons, 1854-1908. *Journal of Counseling and Development*, 66, 402-405.
- Read Super, D.E. (1953). A theory of vocational development. *American Psychologist*, 8(5).
- Read John D. Krumboltz: Award for Distinguished Professional Contributions to Knowledge. *American Psychologist*, 57(11), Nov 2002. pp. 928-931.
- Read Betz, N.E., & Hackett, G. (1981). The relationship of career-related self-efficacy expectations to perceived career options in college women and men. *Journal of Counseling Psychology*, 28(5).

Day 2 May 21 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. How to gather information about type: Myers Briggs and Kiersey Temperament Sorter.

- Read Lock Chapters 5-6
- **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
- **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 at <https://muir.ucsd.edu/files/academics/Personality-Mosaic.pdf> or <https://www.surveymonkey.com/r/TQ3R3Y6> or <http://www.hollandcodes.com/support-files/delta-personalitymosaic.pdf>
- Take a look at the Self Directed Search by John Holland Ph.D. at <http://www.self-directed-search.com/>
- **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 Sorter II at <http://keirsey.com/> or *Please Understand Me II: Temperament Character Intelligence* by David Keirsey or an earlier version in *Please Understand Me* by Keirsey and Bates
- Read your type in *Type Talk at Work* by Kroeger/Thuesen and in *Do what you are* by Tieger and Barron-Tieger
- Optional: Read Weinrach, S.G., (1996). The Psychological and Vocational Interest Patterns of Donald Super and John Holland. *Journal of Counseling & Development*, 75(1).

Day 3 May 22 How to gather information about spiritual gifts; Christian misperceptions about career decision-making. Decision-making; overcoming obstacles; creating a job plan.

- **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://buildingchurch.net/g2s.htm> or <http://mintools.com/spiritual-gifts-test.htm> or http://www.acts17-11.com/gift_inventory.html etc.
- **Read Robinson, H. W. (1998) *Decision-Making by the Book: How to Choose Wisely in an Age of Options*.** Grand Rapids, MI: Discovery House Publishers
- Visit the Theology of Work project at <http://www.theologyofwork.org/>
- Read Amundson, Harris-Bowlsbey, & Niles chapters 9-11
- Read Lock chapters 8-10
- Read Mitchell, L.K., & Krumboltz, J.D. (1987). The effects of Cognitive Restructuring and Decision-Making Training on Career Indecision. *Journal of Counseling and Development*, 66, 171-174.
- 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
- Optional: Look at Richard Bolle’s Prioritizing Grid at <http://www.successonyourownterms.com/prioritizing-grid>

Day 4 May 23 Resumes, cover letters, interview practice; job clubs. Career counseling with people of color—guest panel; leisure and lifestyle development.

- **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 search). 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)
- Read Sterritt, E.A. (1998). Use of a Job Club to increase self-efficacy: a case study of return to work. *Journal of Employment Counseling*, 35, 69-78.
- Read Amundson, Harris-Bowlsbey, & Niles chapters 11-12
- Optional: Look up additional online resume services at www.monster.com
- Read Day-Vines, N.L., Wood, S.M., Grothaus, T., Craigen, L, Holman, A., Dotson-Blake, K., & Douglass, M.J. (2011). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development*, 85(4), 401-409.

Day 5 May 24 Changes in the world of work in the 21st century; computer-assisted career guidance systems, technology applications in career counseling. Evaluate a career counseling program. Legal and ethical considerations in career counseling; case studies.

- Read Amundson, Harris-Bowlsbey, & Niles chapter 8
- Read Lock chapter 2
- Read chapter 7 (pp. 175-206) in Csikszentmihalyi, M. (1993) *The evolving self: a psychology for the third millennium*. NY, NY: Harper Collins.
OR Csikszentmihalyi, M. (2004). What we must accomplish in the coming decades. *Zygon: Journal of Religion & Science*, 39(2).
- Read Gati, I., Saka, N., & Krausz, M. (2001). “Should I use a computer-assisted career guidance system?” It depends on where your career decision-making difficulties lie. *British Journal of Guidance & Counselling*, 29(3).
- Select ONE from counseling.org, BEYOND.com, INDEED.com, SNAGAJOB.com, JOB.com, FLEXJOBS.com, MONSTER.com, [CAREER BUILDER.com](http://CAREER_BUILDER.com), LINKEDIN.com, ONETONLINE.com, 6FIGUREJOBS.com, ELANCE.com, EXECUNET.com, CARE.com, TOPUSAJOBS.com and **be prepared to talk about the usefulness of this tool for job finding.**
- Optional: View phone apps like “GlassDoor”
- Optional: View tips on using LinkedIn: <https://www.themuse.com/advice/the-31-best-linkedin-profile-tips-for-job-seekers>
- **Access or bring a copy** of the code of ethics of the American Counseling Association or the American Association for Marriage and Family Therapy ethics

May 31, 2019 by 11:55pm

- **Turn in self-assessment**

June 28, 2019 by 11:55pm

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 2 career summaries, one for a mental health professional**
- **Turn in informational interview with a mental health professional**

- 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 than 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