**-PSY518 CAREER AND LIFESTYLE DEVELOPMENT**

**Reformed Theological Seminary**

Spring 2019

3 Credit Hours

**Instructor**

|  |  |
| --- | --- |
| Michael Hillerman, LPC-S**Contact Information**(W) 601-923-1630 (C) 601-874-3829mhillerman@rts.edu | **Class meeting time**Thursday 3:00 – 5:55 pm**Office Hours** Upon Request; open door policy |

**Course Description**

This course provides an understanding of career development through examination of the world of work, sources of career information, and the concepts of vocational development. Emphasis is placed on an in-depth exploration of the theories & practice of career counseling with the primary goal of the clinical application to real-world situations. The course will also integrate career counseling into “traditional” counseling effectively, and will examine the social contexts of career development and how these contexts can be integrated with existing career theory.

**Course Objectives (Knowledge and Skill Outcomes)**

Students will demonstrate comprehension of the follow (applicable CACREP standard in parenthesis):

1. **Theories and Models** - Theories and models of career development, counseling, and decision making (2.F.4.a)
2. **Conceptualizing Approaches** - Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (2.F.4.b)
3. **Information Resources** - Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (2.F.4.c)
4. **Work environment assessment** - Approaches for assessing the conditions of the work environment on clients’ life experiences (2.F.4.d)
5. **Assessment Strategies** - Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (2.F.4.e)
6. **Program Planning** - Strategies for career development program planning, organization, implementation, administration, and evaluation (2.F.4.f)
7. **Diversity and Advocacy** - Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (2.F.4.g)
8. **Skill Development** - Strategies for facilitating client skill development for career, educational, and life-work planning and management (2.F.4.h)
9. **Assessment Tools and Techniques** - Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (2.F.4.i)
10. **Ethics** - Ethical and culturally relevant strategies for addressing career development (2.F.4.j)
11. **Theology of Work**. Approaches for conceptualizing the connection of individual work to God’s work.

**Methods of Instruction**

This course will be taught in the following format: traditional classroom environment.

**Assignments (Student Performance Evaluation Criteria)**

1. **Chapter Summaries** (20%). Students will meet together in groups of 2 or 3 students seven times to discuss assigned chapters in the Sharf text (M1) per the course schedule. The duration of each meeting will be at least one hour. At the end of the discussion, students will collaborate to produce a three page summary of the assigned chapters clearly explaining their understanding of all significant concepts, theories and processes presented in the text. A single document for the group is to be turned in by the due date on the course schedule.
2. **Section Exams** (24%). Students will be examined on each of the three sections of the Sharf text per the course schedule. Sections: I. Trait and Type Theories, II. Life-span Theory, III Special Focus Theories.
3. **Flower Exercise** (10%). Students are required to complete the Job-Hunter's Workbook by Bolles (M3). This is a significant exercise, and should not be left to the last minute.
4. **Resume Exercise** (5%). Students will be required to complete a traditional resume and an “online” resume as described in Chapter 2 of the Bolles text (M16). *Traditional Resume:* Students will be asked to put together a resume for their ideal job description. Students may find a job description online, in a trade publication or develop their own job within a counseling, ministry or human services setting. Please include transferable skills from previous employment. The goal of this assignment is for students to learn resume-writing techniques to assist future clients and clarify personal goals and skills related to their own career development. *Online Resume:* Students must turn in a 1-2 page paper describing the internet sites they reviewed, whether edits were required on social media sites (it is not necessary to describe the specific content edited), and what information was filled in. expanded or added.
5. **Theology of Work Presentation** (16%). Tim Keller says that one of the main purposes of work is love. In fact, he says that “unless you are working you’re not loving. Work is the way you love.” Students are asked to reflect on the biblical concept of work as a loving expressions of God’s command to fill the earth and redeem every aspect of creational life. Students will be required to give a 5-7 minute oral presentation on their theology of work incorporating the Keller book and the course lecture. Creativity is encouraged. Literary examples, quotes and movie clips may be used to compare and contrast the dignity of Christian calling with other views of work projected within the church and culture. Ex: work as a necessary evil
6. **Theory and Practice Paper** (25%). A significant goal of this course is to promote students’ efforts to develop a meta-perspective on the theory and practice of Career Counseling, one that will permit them to see common assumptions lying behind various theories. It will encourage them to develop a personal model of career counseling, and to gain practical experience in applying this personal model. To facilitate this goal, students will be asked to work in study/discussion/writing groups of 2-3 to process and to synthesize material presented in this course (the same group used for chapter summaries). The paper must include the following sections:

Section 1. Personal Theory of Career Counseling. Once a group has completed its chapter summaries, students in the group will work together to prepare 7-10 pages presenting their personal theory of Career Counseling. The theory described in this section will be used in the practical application section of this assignment. Students are encouraged to incorporate their learning in this course with their understanding of general counseling theory and practice learned earlier in the program.

Section 2. Practical Application. Groups are required to apply their Personal Theory of Career Counseling in a clinical setting. Each group will meet with a client for at least two sessions and apply the theory described in Section 1 of this paper. After completing these sessions, the group will meet together for at least one hour to process this experience and collaborate to prepare a description of this application of career counseling with a real client. They must also discuss how their theory worked in practice, as well as any changes they would make in the future. Section 2 should be 2-3 pages in length.

**Required Course Materials (Texts, Readings, and Videos)**:

1. Sharf, Richard (2013). Applying Career Development Theory to Counseling, Sixth Edition. Cengage Learning. ISBN-13: 978-1285075440
2. Keller, Timothy (2012). Every good endeavor: Connecting your work to God’s work. New York, NY: Penguin Publishing.
3. Bolles, Richard N. What Color Is Your Parachute? Job-Hunter's Workbook, Fourth Edition. Ten Speed Press. (2012). ISBN-13: 978-1607744979

**Recommended Materials** (Texts on reserve in the library – Students will be asked to read certain excepts from some of the works listed below)

**Career Counseling Theories and Practice**

1. Amundson, N., Harris-Bowlsbey, J., & Niles, S. (2013). Essential elements of career counseling: Processes and techniques (3rd ed.). Upper Saddle River, NJ: Pearson Education.
2. Zunker, Vernon. (2015). Career counseling: A holistic approach (9th ed.). Belmont, CA: Cengage.
3. Zunker, Vernon. (2008). Career, work and mental health: Integrating career and personal counseling. Los Angeles, CA: Sage Publications.Bolles,
4. Solorzano, D., Ceja, M., Yosso, T. (2000). Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students. The Journal of Negro Education 69(1/2), pp 60-73.

**Christian Calling and Vocation**

1. Brennfleck (2005). Live your calling. San Francisco: CA: Jossey-Bass.
2. Brouwer, Douglas (2006). What am I supposed to do with my life? Asking the right questions. Grand Rapids, MI: Eerdmans Publishing.
3. Guinness, Os (1993). The call: Finding and fulfilling the central purpose of your life. Nashville, TN: Thomas Nelson.
4. Hardy, L. (1990). Fabric of this world: Inquiries into calling, career choice, and the design of human work. Grand Rapids, MI: Eerdmans Publishing.
5. Harvey, Dave. (2010). Rescuing ambition. Wheaton, IL: Crossway
6. Jensen, David. (2006). Responsive labor: A theology of work. Louisville, KY: Westminster John Knox Press.
7. Neafsay, John. (2006). A sacred voice is calling: Personal vocation and social conscience. Maryknoll, NY: Orbis Books.
8. Nelson, Tom (2011). Work matters: Connecting sunday worship to monday work. Wheaton, IL: Crossway
9. Parker, Palmer (1999). Let your life speak: Listening to the voice of vocation. San Francisco, CA: Jossey-Bass.

**Career Counseling Assessments**

1. Richard N. What Color Is Your Parachute? 2018: A Practical Manual for Job-Hunters and Career-Changers. (2018). ISBN-13: 978-1607740100
2. Tieger, P.D. (2014). Do what you are: Discover the perfect career for you through the secrets of personality type. New York: NY: Little Brown and Company

**Recommended Websites:**

*Occupational Information*

Occupational Outlook Handbook - http://www.bls.gov/oco/

O\*Net Online - http://online.onetcenter.org

*Professional Associations*

National Career Development Association - www.ncda.org

*Self-Assessment*

www.humanmetrics.com/cgi-win/JTypes2.asp

www.strengthsfinder.com

www.assessment.com

*Salary Information*

www.salary.com

www.salaryexpert.com

*Counseling Jobs*

American Counseling Association Career Center

http://www.counseling.org/CareerCenter/

**Course Process and Schedule**

The lecture portions of this course will be taught once weekly. It is important that you be prepared when class begins. Assigned readings must be completed prior to the start of class.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lecture ID** | **Date** | **Topic** | **Reading Due** | **Assignments Due** | **CACREP 2016****Standards** |
| L1 | 1/30 | Introduction and overview of the course | Sharf Chap. 1  |  | 2.F.4.a |
| L2 | 2/6 | Theories In Combination | Sharf Chap. 16 | Summaries 2 | 2.F.4.a,f |
| L3 | 2/6 | Trait and Factor Theory | Sharf Chap. 2  |  | 2.F.4.a,g,i,j |
| L4 | 2/13 | Theory Occupations: Information and Theory | Sharf Chap. 3 | Summaries 3-4 | 2.F.4.a,b,c,g |
| L5 | 2/13 | Work Adjustment Theory | Sharf Chap. 4  |  | 2.F.4.a,b,d,e,g,h,i,j |
| L6 | 2/20 | Holland’s type theory | Sharf Chap. 5  | Summaries 5-6 | 2.F.4.a,b,e,g,i,j |
| L7 | 2/20 | Myers-Briggs type theory | Sharf Chap. 6  |  | 2.F.4.a,b,e,g,i,j |
|  | 2/27 | **Section Exam 1** |  |  | 2.F.4.a,b,c,d,e,g,h,i,j |
| L8 | 2/27 | Career Development in Childhood | Sharf Chap. 7 Solorzano, et al. |  | 2.F.4.a,b,f,g,i,j |
| L9 | 3/5 | Adolescent Career Development | Sharf Chap. 8  | Summaries 7-9 | 2.F.4.a,b,g,i,j |
| L10 | 3/5 | Late Adolescent and Adult Career Development | Sharf Chap. 9  |  | 2.F.4.a,b,g,i,j |
|  | 3/12 | **Spring Break** |  |  |  |
| L11 | 3/19 | Adult Career Crises And Transitions | Sharf Chap. 10  | Summaries 10-11 | 2.F.4.a,b,f,g,i,j |
| L12 | 3/19 | Constructivist And Narrative Approaches  | Sharf Chap. 11  |  | 2.F.4.a,b,g,i,j |
|  | 3/26 | **Section Exam 2** |  |  | 2.F.4.a,b,f,g,i,j |
| L13 | 3/26 | Relational Approaches To Career Development | Sharf Chap. 12  | Summaries 12-13 | 2.F.4.a,b,g,i,j |
| L14 | 4/2 | Krumboltz’s Social Learning Theory | Sharf Chap. 13  |  | 2.F.4.a,b,g,i,j |
| L15 | 4/2 | Social Cognitive Career Theory | Sharf Chap. 14 | Summaries 14-15 | 2.F.4.a,b,g,i,j |
| L16 | 4/9 | Career Decision-Making Approaches | Sharf Chap. 15  |  | 2.F.4.a,g,i,j |
|  | 4/9 | **Section Exam 3** |  | Resume Exercise | 2.F.4.a,b,g,i,j |
| L17 | 4/16 | The Design and Dignity of Work | Keller Ch 1-2 |  |  |
| L18 | 4/16 | Work as Cultivation and Service | Keller Ch 3-4 |  |  |
| L19 | 4/23 | Work Becomes Fruitless and Pointless | Keller Ch 5-6 |  |  |
| L20 | 4/23 | Work Becomes Selfish and Reveals our Idols | Keller Ch 7-8 |  |  |
| L21 | 4/30 | A New Story and Conception of Work | Keller Ch 9-10 |  |  |
| L22 | 4/30 | A New Compass and Power for Work | Keller Ch 11-12 |  |  |
| L23 | 5/7 | Theology of Work Presentations |  | **Theory & Practice Paper** | 2.F.4.a,b,c,d,e,f,g,h,i,j |
|  |  |  |  | **Parachute Workbook**  | 2F.4.b,d,e,i |

**Policies and Important Information**

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. https://owl.english.purdue.edu/owl/resource/560/01/). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Access to Research Database.** RTS provides MAC students with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

**Submission of work**. All work to be submitted on Canvas by 11:59:00 PM of the due date with the exception of the A3. Flower Exercise which will be turned into the MAC office before 4:00 PM of the due date.

**Late work.** All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

**Anonymity**. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

**Return of work**. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

**Grading Scale:**

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F (Below 70)

**Attendance Policy:**

Regular attendance is expected and required. Excessive absences (more than 3 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

**Class Participation:**

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

**Student Learning Outcome Table**

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in later sections of this syllabus.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CACREP Standard** | **Course Objective** | **Material(s)\*** | **Assignment(s)** | **Lecture(s)** |
| 2.F.4.a | 1. Theories and Models
 | M1 Sharf (1-15) | A1 Summaries, A2 Exams, A6 Paper | L1-17 |
| 2.F.4.b | 1. Conceptualizing Approaches
 | M1 Sharf (1-15) | A1 Summaries, A2 Exams, A3 Flower Exercise, A6 Paper | L4-15 |
| 2.F.4.c | 1. Information Resources
 | M1 Sharf (2-6), M2 | A1 Summaries, A2 Exams, A6 Paper | L4 |
| 2.F.4.d | 1. Work environment assessment
 | M1 Sharf (2-6) | A1 Summaries, A2 Exams, A3 Flower Exercise, A6 Paper | L5 |
| 2.F.4.e | 1. Assessment Strategies
 | M1 Sharf (2-6) | A1 Summaries, A2 Exams, A3 Flower Exercise, A6 Paper | L5-8 |
| 2.F.4.f | 1. Program Planning
 | M1 Sharf (7, 10, 16) | A1 Summaries, A2 Exams, A6 Paper | L2,8,11 |
| 2.F.4.g | 1. Diversity and Advocacy
 | M1 Sharf (1-15) | A1 Summaries, A2 Exams, A6 Paper | L4-16 |
| 2.F.4.h | 1. Skill Development
 | M1 Sharf (4) | A1 Summaries, A2 Exams, A6 Paper | L5 |
| 2.F.4.i | 1. Assessment Tools and Techniques
 | M1 Sharf (2-6) | A1 Summaries, A2 Exams, A3 Flower Exercise, A6 Paper | L2,3-16 |
| 2.F.4.j | 1. Ethics
 | M1 Sharf (1) | A1 Summaries, A2 Exams, A6 Paper | L2,3-16 |
|  | 1. Theology of Work
 | M2 Keller (1-12) | A5 Presentation, A6 Paper | L17-22 |

\* Textbook chapters are denoted in parenthesis



**Course Objectives Related to MAC\* Student Learning Outcomes**

Course: Career and Lifestyle Development

Professor: Mike Hillerman

Campus: Jackson

Date: Spring 2020

|  |  |  |
| --- | --- | --- |
| **MAC\* Student Learning Outcomes***In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.*  | **Rubric*** **Strong**
* **Moderate**
* **Minimal**
* **None**
 | **Mini-Justification** |
| **Professional Counseling Orientation & Ethical Practice** | Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling. | Moderate | Students will review ethics through summarizing portions of the text, through writing a paper, and through the section exams. |
| **Social & Cultural Diversity** | Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one’s own life and career and those of the client. | Moderate | Students will cover diversity all throughout the course by summarizing the text, through writing a paper, and through the section exams. |
| **Human Growth & Development** | Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.  | Minimal | There will be some consideration of development in the theories studied. |
| **Career Development** | Understands and applies theories and models of career development, counseling, and decision making. | Strong | Throughout the course, students will summarize, write papers, and be tested on theories of career counseling and development |
| **Counseling & Helping Relationships** | Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans. | Strong | Students will utilize helping relationship skills in the application of career theories and will concentrate of skill development. |
| **Group Counseling & Group Work** | Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness. | Minimal | Students will consider some theories that utilize the group setting. |
| **Assessment & Testing** | Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation. | Moderate | Students will utilize assessments throughout the course lectures and course assignments |
| **Research & Program Evaluation** | Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling. | Minimal | Students will review some research around career theories and approaches |
| **Clinical Mental Health Counseling** | Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. | Moderate | Students will conceptualize and apply career theories for a variety of contexts. |
| **Integration (Biblical/Theological)** | Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices. | Moderate | Students will review theology of work and demonstrate through a presentation and paper |
| **Sanctification** | Demonstrates a love for the triune God. | Moderate | Students will review theology of work and demonstrate through a presentation and paper |