PSYC5340 LIFESTYLE DEVELOPMENT AND CAREER COUNSELING
New Orleans Baptist Theological Seminary

Disclaimer: This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

Mission Statement

The Mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Values

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for the 2011 - 2012 academic year is Characteristic Excellence, where we are a worshiping community emphasizing both personal spirituality and gathering together as a seminary family for the praise and adoration of God and instruction in His Word. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. Throughout this course students will be encouraged to consider how the core value of "Doctrinal Integrity" impacts their development as a Christian counselor being called to operate in the local church.

Course Description

Students will examine the developmental theories, personality career theories, and decision-making theories to develop framework for lifestyle development and career counseling. Lifestyle and vocational assessment, choice, search tactics, family influences, and God's will and spiritual direction are examined.

Student Outcomes

At the conclusion of the course, the student will:
1. Understand the Biblical foundation for work.
2. Understand the major theories in career choice and development in light of Biblical principles.
3. Recognize the basic assumptions and insights characteristic of the major theories of career development and choice.
4. Master the concepts of vocational interest testing and demonstrate ability to administer and interpret certain instruments.

5. Identify key issues in one's own call and affirmation of vocation.
6. Apply concepts of vocational guidance to counseling ministry.
7. Possess the skills needed to effectively conduct a job-search in their field of ministry.

Required Texts

Sharf, R.S. (2010). Applying Career Development Theory to Counseling (5th ed.). Belmont, CA: Brooks/Cole.

Bolles, R.N. (2012). What Color is Your Parachute: A Practical Manual for Job-Hunters and Career-Changers. Berkeley, CA: Ten Speed Press.

General Course Content Area

I. Trait and Type Theories
   A. Trait and Factor Theory
   B. Work and Adjustment Theory
   C. Holland's Theory and Types
   D. Myers-Brigg Type Theory
II. Life-Span Theory
   A. Career Development in Childhood
   B. Adolescent Career Development
   C. Late Adolescent Career Development
   D. Adult Career Crises and Transitions
III. Career Inventories
   A. CISS, SII, MBTI, NEO-PI
   B. Other Career Inventories
   C. Options for Administering Inventories
IV. Special Focus Theories
   A. Constructivist and Narrative Approaches to Career Development
   B. Relational Approaches to Career Development
   C. Krumboltz's Social Learning Theory
   D. Social Cognitive Career Theory
   E. Career Decision-Making Approaches
V. Theology of Work
   A. Bible Passages Related to Work
   B. Bible Passages Related to Ministry Calling
   C. Spiritual Models of Vocational Decision-Making
VI. Professional Development
   A. Job Setting for Christian Counselors
   B. Internship and Licensure
   C. Cover Letter Writing

D. Resume-Writing
    E. Networking
    F. Interviewing
    G. Marketing

Course Requirements and Evaluations

Book Review 10%
Interview Report 15%
Personal Evaluation and Resume' 25%
Mid-Term Examination 25%
Final Examination 25%
Total: 100%

Netiquette Statement on Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity will be expected at all times in the online environment.

Papers or Assignments

All assignments are to be typed in either Times New Roman 12 or Courier 10. All assignments should use one (1) inch margins. Any deviation in this will result in the deduction of points.

Assignments will be turned in at the beginning of the class on the date due. Papers or assignments turned in after this time will be considered late. Late assignments will result in a deduction of four points per calendar day. No paper or assignment will be accepted after seven calendar days and a grade of zero will be given. No assignments may be submitted by fax or email without prior approval. All counseling students will write papers in accordance to standards set in the APA Publication Manual.

Book Review

Each student will write a review of a book that addresses one of the following topics:

• Career decision-making from a Biblical perspective.
• Discernment of calling to ministry.
• Christian vocational counseling.

The book will be approved by the instructor prior to writing the review. Some suggested

books for this review can be found in the bibliography of the syllabus. Students should have the book approved from the instructor even if they choose from this list. Students are also free to choose books outside this list as long as the books are approved by the instructor. No two students should write a review of the same book.

The reports should be 5-6 pages long, doubled spaced, and APA format.

Interview Report

Before completing this assignment, students should completely read the book *What Color is Your Parachute?*

Each student will interview a person in one of the following stages of vocational development:
- A person considering a call to ministry.
- A college student or seminary student.
- A recent college or seminary graduate.
- An unemployed person..
- Someone who is contemplating a job transition.

If the student is interested in interviewing someone in vocational circumstance other than ones listed above, the instructor's permission will be required.
The report on this interview should include the following components:

1. A narrative description of the person and their circumstances. (1-2 pages)

2. Information learned from the interview regarding the person's vocational history. (1 page)

3. Information learned from the interview regarding vocational goals. This may include indecisiveness about vocational goals. (1 page)

4. Information learned from the interview regarding the person's faith. How does faith enter into his/her career decision? Does the person believe that God has a specific vocation for them (secular or ministry)? Is the person expecting what they would term a

5. Any additional pertinent information learned from the interview.

6. Discuss the person's vocational decision making process in light of one of the theories discussed in class. Be sure that the theory that you choose fits the circumstances of the person you have interviewed. (2-3)

7. Which career inventories do you believe would be beneficial to this person and why? (1 page)

8. After meeting with the person for the first interview, you should search *What Color is Your Parachute* for the person you are interviewing. You should then meet with the person again to provide counseling for their vocational decision making process or career search. In your paper, you should discuss the aspects of calling to a certain job (secular or ministry?). (1 page)

What are the aspects that you believe will be most beneficial in *What Color is Your Parachute* that you feel would be most helpful to this person, and how did you explain these aspects in your second meeting. This section of your paper is application oriented.

You should be extremely practical here. (3-4 pages)

The completed assignment will be 10-13 pages. I encourage you to use first person. Follow APA format in the setup of your paper (title page, reference, margins, etc.), but otherwise, your paper should be informal and practical.

Personal Evaluation and Resume

1. Personal Strengths and Weaknesses (3-4 pages)

In your paper include a section concerning personal strengths and weaknesses from insights gained from the assessment inventories that you have completed.
Each student will complete at least two career inventories for this section.

2. Work Setting (2-3 pages)

Identify the setting in which you believe you would like to work (church, social agency, private practice, educational institution, etc.). Discuss how this job setting does or does not correlate with your results on the career inventories completed.
Discuss personality traits and work values that you have that will make this setting a good fit for you. Discuss any challenges of obtaining a job in this type of setting.

3. Developmental Plan (1-2 pages)

Given all of the insight from the class and other sources write some ideas for a development plan that will enable you to better fulfill your ministry vision. The plan can call for development in character, ministry skills, experiences, and courses to take. This phase of the paper is designed to facilitate more strategic use of your academic studies, field education and ministry experiences and your integrative paper. The Bolles text will be helpful in the completion of this section.

4. Website Review for Resume Preparation (4-5 pages)

Each student will visit and review three (3) websites related to resume-writing and job searching. After reviewing the websites, the students will prepare a report answering the questions below. The completed report will be 4-5 pages, doubled spaced. Be sure to use APA citation correctly in referencing the website. Be sure to include a reference page.

    i. What is the web address (URL) for the website? Students should take great care to reference the website correctly.

ii. Which aspects of the website does the student consider to be most beneficial?
iii. How could the website be more beneficial?
iv. As a counselor, would you refer someone to this website? Why or why not?

5. Resume

Each student will prepare a professional resume for employment in their desired ministry setting. The resume should contain a formal cover letter. The resume should incorporate information learned from visiting the resume-writing websites as well as information learned in the course related to resume writing. Pay particular attention to format, neatness, and presentation.

Mid-Term and Final Exam

Examination questions are derived from class lectures, discussions, and textbook material. Examinations will be objective, short answer, and discussion. Make-up exams will be given only by prior permission. Students are required to obtain permission from the Registrar's Office if they need to change the time of the final exam.

Reading Assignments for each Unit

Unit One	Chapters 1 & 2
Unit Two	Chapters 3 & 4
Unit Three	Chapter 5
Unit Four	Chapter 6
Unit Five	Chapter 7
Unit Six	Chapter 8
Unit Seven	Chapter 9
Unit Eight	Chapter 10
Unit Nine	Chapter 11
Unit Ten	Chapter 12
Unit Eleven	Chapters 13
Unit Twelve	Chapter 14
Unit Thirteen	Chapter 15
Unit Fourteen	Chapter 16

Plagiarism

A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other. Although anything cited in three sources is considered public domain, we require that all sources be cited. Such forms of dishonesty are strictly forbidden. An infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Bibliography

Adachi, T. (2001). Career development by university students: Social cognitive career theory. Japanese Journal of Educational Psychology, 49, 326-336.

Atkinson, D. R. (2004). Counseling American Minorities: A Cross-Cultural Perspective (6th ed.). Boston: McGraw-Hill.

Berntson, E., Sverke, M., & Marklund, S. (2006). Predicting perceived employability: Human capital or labor market opportunities?: Economic and Industrial Democracy, 27(2), 223-244.

Betz, N. E. (2005). Women's career development. 312-320). Hoboken, NJ: Wiley.

Bleier, J. K. (2007). The impact of career counseling plus DISCOVER (internet version) on the academic achievement of high school sophomores at risk for dropping out of school. Dissertation Abstacts International: Section B: The Sciences and Engineering, 68/2-B, 1294.

Chak, A. (2002). Understanding children's curiosity and exploration through the lenses of Lewin's field theory: On developing an appraisal framework. Early Child Development & Care, 172, 77-87.

Chang, V. N., Scott, S. T., & Decker, C. L. (2008). Developing Helping Skills: A Step-By-step-Approach. Belmont, CA: Brooks/Cole.

Chien, J., Fischer, J. M., & Biller, E. (2006). Evaluating a metacognitive and planned happenstance career training course for college students. Journal of Employment Counseling, 43(4), 146-153.

Conneran, J. M., & Hartman, B. W. (1993). The concurrent validity of the Self-Directed Search in identifying chronic career indecision among vocational education students. Journal of Career Development, 19, 197-208.

Domene, J. F., Arim, R. G., & Young, R. A. (2007). Gender and career development projects in early adolescence: Similarities and differences between mother-daughter and mother-son dyads. Qualitative Research in Psychology, 4(1-2), 107-126.

Farr, J. M., & Shatkin, L. (2007). The O*NET Dictionary Of Occupational Titles (4th ed.). Indianapolis, IN: JIST Works.

Flores, L. Y., Navarro, R. L., Smith, J. L. & Ploszaj, A. M. (2006). Testing a model of nontraditional career choice goals with Mexican American adolescent men. Journal of Career Assessment, 14(2), 214-234.

Goodman, J., & Hansen, S. (2005). Career development and guidance programs across cultures: The gap between policies and practices. The Career Development Quarterly, 54(1), 57-65.

Hall, D. T., &Chandler, D. E. (2005). Psychological success: When the career is a calling. Journal of Organizational Behavior, 26(2), 155-176.

Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). Career Guidance and Counseling Through the Lifespan: Systematic Approaches (6th ed.). Boston: Allyn & Bacon.

Kelly, K. R., & Lee, W. (2005) Relation of psychological type to career indecision among university students. Journal of Psychological Type, 64(2), 11-20.

Kroger, J. (2007). Identity Development: Adolescence Through Adulthood (2nd ed.). Thousand Oaks, CA: Sage.

Krumboltz, J. D., & Levin, A. S. (2004). Luck is No Accident: Making the Most of Happenstance in Your Life and Career. Atascadero, CA: Impact.

Levy, A. (2002). Workplace Sexual Harassment. Upper Saddle River, NJ: Prentice Hall.

Lock, R. D. (2005). Taking Charge Of Your Career Direction (5th ed.). Pacific Grove, CA: Brooks/Cole.

Mayo, J. A. (2001). Life analysis: Using life-story narratives in teaching life-span development mental psychology. Journal of Constructivist Psychology, 14, 25-41.

Poulter, S. B. (2006). The Father Factor: How Your Father's Legacy Impacts Your Career. Amherst, NY: Prometheus Books.

Provost, J. A. (1993). Applications of the Myers-Briggs Type Indicator in Counseling. A Casebook. Gainesville, FL: Center for the Application of the Psychological Type.

Reitzle, M. (2007). The effects of work - and family-related transitions on young people's perception of being adult. Journal of Vocational Behavior, 70(1), 25-41.

Schlossberg, N. K. (2004). Retire Smart, Retire Happy: Finding Your True Path in Life. Washington, DC: American Psychological Association.

Spokane, A. R., & Cruza-Guet, M. C. (2005). Holland's theory of personalities in work environments. In D. Brown & Associates (Eds.), Career Choice and Development (4th ed., pp. 373-426). San Francisco: Jossey-Bass.

Tsaousides, T. (2007). The effects of perceived career compromise on expected emotional states and work-related satisfaction in college students. Dissertation Abstracts International: Section B: The Sciences and Engineering, 67(9-B), 5427.

Walsh, W. B., & Bingham, R. P. (Eds.). (2001). Career Counseling for African Americans. Mahwah, NJ: Erlbaum.

Young, R. A., Marshall, S. K., & Valach, L. (2007). Making career theories more culturally sensitive: Implications for counseling. The Career Development Quarterly, 56(1), 4-18.