



CAREER AND LIFESTYLE DEVELOPMENT
 CNS 518SH: 2 credit hours
 Western Seminary – San Jose

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SYLLABUS –SPRING 2014

HYBRID CLASS NOTE

This is a hybrid course, which means that you will experience a combination of in-class (campus) sessions and online instruction with reduced in-class seat time. The course work will be spread out over the whole semester while the class will meet for just a weekend.

Registration and Refund Information:

This information is available on-line.

COURSE SCHEDULE

Mandatory check-in for credit students first week of the semester (see “Online Classroom” instructions below)

CLASS DAYS: FRIDAYS & SATURDAYS

CLASS DATES: MARCH 7TH AND 8TH, 2014

CLASS TIMES: FRIDAY 12:30 – 7:45 PM

SATURDAY 8:00 AM – 4:45 PM

CLASS STRUCTURE

Upon registration, you will be automatically added to an online classroom which corresponds with the course. Please plan to log in and complete the initial assignment no later than Monday, Jan. 10 at 5 p.m. Failure to do so will result in an automatic drop from the class, with a \$10 drop fee.

For this and all of our residential hybrid courses, attendance is mandatory for each of the on-campus class sessions. If you *must* miss one of these sessions, you may work with the instructor to substitute reading or other learning activities, but your registration for the course will be changed to a non-residential (distance education) registration. Please Note: Those receiving financial aid, veteran’s benefits, vocational rehabilitation benefits, or other special programs may be adversely affected by changing to a non-residential registration.

Class will meet on March 7/8 for the one unit of classroom experience.

Class final exam will be on-line and is open book. A study guide will be posted on the class web site. The exam will be time limited though. I encourage you to study together, share information and notes with your classmates.

Class presentations will be on the March 8th. Topic areas are enumerated in the syllabus. You have until Jan. 1 to request a topic by email. After that date I will assign a topic to everyone in the class. If the

class is larger than 10 students, two may work on a paper together. Further expectations will be forwarded to you when topics are distributed.

PRE-CLASS COURSE REQUIREMENTS

Video

You will be provided with the link to the course online learning center, where you will view the introductory video explaining the syllabus, and where you can upload the course assignments. You'll also be given access to the software for downloading the course videos.

Any questions regarding the website or videos should be directed to Jon Raibley: jraibley@westernseminary.edu. The schedule for viewing the video lessons is given in the course outline, later in the syllabus. You'll report the completion of each lesson by means of progress reports on the course online learning center.

COURSE DESCRIPTION

The course begins with an exploration of the theology of work and moves to an examination of career selection and career development theories. Students will learn about occupational information sources and systems as well as lifestyle and career decision making.

COURSE OBJECTIVES

Upon completion of this course, the student will be knowledgeable regarding:

1. career development theories and decision-making models; career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
Section II Standard G.4.a and Standard G.4.g
2. career, avocational, educational, occupational and labor market information resources, and career information systems;
Section II Standard G.4.b
3. career development program planning, organization, implementation, administration, and evaluation;
Section II Standard G.4.c
4. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
Section II Standard G.4.d
5. career and educational planning, placement, follow-up, and evaluation;
Section II Standard G.4.e
6. assessment instruments and techniques relevant to career planning and decision making;
Section II Standard G.4.f

TEXTBOOKS

Bolles, Richard. (2014). [*What Color Is Your Parachute?*](#) ISBN: 978-1607743620 \$13.38

Amundson, Harris-Bowlsbey, Niles. (2009). [*Essential Elements of Career Counseling 2nd Edition*](#)
ISBN: 978-0131582187 \$29.76.

Professor Handouts

You are encouraged to purchase these titles through the Amazon.com associate program; the link is found on the Western website under “Current Students/San Jose”:

<http://www.westernseminary.edu/students/sanjose>.

ONLINE CLASSROOM

This class has an online classroom. Your first class assignment is to access this website during the first week of the semester and take a simple quiz confirming your participation in the course. You may also be asked to use the learning center to download handouts and submit assignments.

To access the site, go to <http://www.westernseminary.edu/classrooms/>. Click on ‘login’ (on the right above the calendar), use your student number for your username, and the password you received from the school. For a replacement password, click on ‘forgot your password’ or contact Jon Raibley: jraibley@westernseminary.edu. The on-line classroom will go live no later than the first Monday of the semester.

COURSE REQUIREMENTS

Online Orientation (15 min)

Before the end of the first Friday of the semester, you need to log onto the web classroom, download the syllabus for the course, and complete the report indicating that you have read and understand the course requirements. By federal law, we now need to ensure that students participate in classes for the full length of the semester. So failure to complete the online orientation on time may result in a grade penalty and may impact your financial aid eligibility.

Final Course Evaluation (15 min)

Before the end of the last Friday of the semester, you will receive an email with a link to the final course evaluation. By federal law, we now need to ensure that students participate in classes for the full length of the class. So failure to complete the final course evaluation on time will result in a grade penalty and may impact your financial aid eligibility.

1. Class Videos (14 hours)

Watch the class videos at assigned weeks and report completion to learning center.

2. Reading (22 hours)

Read the required textbooks in their entirety. At 20 pages an hour (Western’s mastery rate), the Bolles text should take approximately 14 hours. At 20 pages an hour (Western’s mastery rate), the Amundson text should take approximately 8 hours. Write a 2 page reaction to each book.

3. Readings (5 hours)

Read the professor handout articles in their entirety. At 45 pages an hour (Western’s familiarity rate), the readings should take approximately 4 hours. Write about a paragraph (1/3 page) reaction/interaction to each article.

4. Exam (6 hours)

An exam covering the lectures and texts (especially the theory sections) will be given. A study guide will be provided. The exam will be open the week following class March 10-15. You will have 90 minutes to complete the exam. You are encouraged to share information, notes, etc. with your classmates.

5. Web Search (3 hours)

Spend at least 2 hours exploring web site options presented in Bolles or professor notes. Create a resource list of sites that you can utilize for yourself in future career counseling or create a resource list of sites that you can provide to your client.

6. Resume (2 hours)

Prepare a professional resume on yourself.

7. Flower/Mission Statement (3 hours)

Create a “flower” on yourself (see Bolles, chapter 11). The “flower” does not need to be in flower form. Utilizing material in Appendix A, also write a personal mission statement for your life.

8. Interview (6 hours)

Interview 2 individuals who are seeking employment or considering a career transition. The goal of this assignment is to gain experience in helping someone with career concerns by gathering information and identifying some of the issues in their career development process. Write the paper as if you were completing a formal career in-take assessment/report. A suggested format is at the end of the syllabus. Include in your paper any assessments you would consider, assignments you might give, etc. Conclude with recommendations for the individual to consider (books, web sites, experiences, etc.). 3 pages for each interview

9. Counseling Demonstration (6 hours)

Watch the Amundson DVD (3 sections from the life span section and 2 from the cross cultural sections). Write a 1 page paper as to your response/reaction to the demonstrations. Go to [Counseling and Therapy in Video](#) (therapy types: career counseling) and watch two of the videos. Write a 1 page paper to each as to your response/reaction to the demonstration.

10. Presentations (9 hours)

Prepare a presentation on a chosen (or assigned) topic listed in syllabus. Provide the class with a detailed outline of your material, supporting handouts and bibliography. Be as comprehensive as possible in the allotted time of ½ hour.

Topic areas:

- Vocational guidance for refugees and/or non-English speaking immigrants
- Vocational guidance for the inner city or urban poor (un- or under- employed)
- Church or Christian non-profit role or opportunity in vocational, job search and placement
- Vocational guidance for ex-offenders
- Retirement/leisure counseling for elderly
- International vocations (tent-making missions’ perspective)
- EI or EQ in the marketplace
- Organizational psychology
- Vocational guidance for the disabled
- Vocational guidance for the chronically mentally ill

GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Required Assignments	Points	Estimated Time to Complete
Class Attendance	20	14 hours
Video Class	20	14 hours
Handouts	20	5 hours
Exam	60	6 hours
Web	20	3 hours
Resume	20	2 hours
Flower	20	3 hours
Interviews	60	6 hours
Counseling Demo	30	6 hours
Presentations	50	9 hours
Texts	30	22 hours
Totals	350	90 hours

COURSE SCHEDULE

Dates Weeks	Topic	Presenter	Assignments Due
1 - 2	1. Importance 2. Bible and Work 3. Work: Past/Future	Norm	Completed by 1/17
3 - 4	4. Theories	Dave	Completed by 1/31
5	5. Field of	Norm	Completed by 2/7
6 -7	6. Practice of 7. Self-Knowledge: assessment skills assessment resources 8. Work Knowledge	Kim	Completed by 2/21
8 - 9 class 3/7	7. Self Knowledge: natural talents 10. Marketing Self	Norm	Exam
class 3/8	13. Special Populations		Presentations
10 -11	8. Work Knowledge	Norm	Completed by 3/21 Due: Resume; Web; Counsel. Demo
12	9. Decision Making 11. Career Success	Norm	Completed by 4/4 Due: Texts
13	12. Career/Life Balance	Norm	Completed by 4/11 Due: Flower/Mission Handouts
14			Due: 4/18 Interviews

COURSE POLICIES

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Absences and tardiness may impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss more than 20% of the seat time for the class will not

pass the course, without a request for and the completion of additional assignments. Assignments submitted after the due date and time will result in a reduction of the student's letter grade for that assignment.

Copyright Violation and Plagiarism: Research in secondary sources for the written project is permitted and welcomed. However, any appropriation of either ideas or wording taken from other sources, whether print or electronic, must be properly footnoted. Failure to do so constitutes plagiarism which can result in substantial grade reduction or failure. Any unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. For a fuller explanation of these issues or WS's copyright policy, see the Copyright Issues and Cheating" section of the Student Handbook:

<http://www.westernseminary.edu/Documents/handbooks/New%20Student%20Handbook%202011-12.pdf>.

Incompletes/Extensions: The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the student may request an extension. A 1-3 week extension is typical in all except the most extreme cases, and some penalty for late work may apply. Under no circumstances will the student be given more than 5 weeks to complete all required coursework except by petition and approval of the Administrative Committee. (Extensions longer than 5 weeks are rare and should only be requested under extreme circumstances.)

If students face a personal emergency that requires requesting an extension going beyond the end of the semester, it may affect their ability to receive financial aid in the next semester, and they may face the possibility that their next semester's course registrations will be cancelled. Please contact the Financial Aid Office for assistance.

Audit/Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

Statement on WiFi Services: Our community at Western Seminary is defined by our membership in the body of Christ. As we share common resources, we wish to do so with respect and consideration for others. Our IT department has created a strong and secure wireless internet network at each of our campus locations to enhance the student learning environment. Some of the considerations in developing our wifi networks have included providing excellent security (better than you'll find at the local coffee shop) and doing so within a budget that does not significantly impact tuition costs. Keeping costs low means that we don't have an endless supply of bandwidth. We ask that you use the wifi network for academic purposes and avoid downloading large files or streaming video. Please be mindful that your internet use (both in class and on campus) can distract others or prevent them from accessing resources they need for their studies. We appreciate your participation in promoting thoughtful, considerate internet use on campus.

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ashley Mitchell, at 503-517-1819/1-877-517-1800, ext. 1819. Her office is at the Portland campus. Students at the northern California campuses may contact Director of Student Services – San Jose or Director of Student Services – Sacramento, or they may contact Ms Mitchell directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

Confidentiality: Consistent with a God-controlled life, students are expected to conform to the highest standards of conduct and professionalism, both on and off campus. Students are routinely evaluated by counseling faculty incorporating information from classroom interaction, clinical placement, and incidental social contact. In addition to state reporting laws with regard to child abuse, vulnerable adult abuse, or harm to self or other, information regarding student integrity and character may also be shared among faculty or with the Office of Student Development to promote continued academic and professional growth.

SYLLABUS WORKLOAD STANDARDS

Mastery ¹ Reading	
Technical	20 pages / hour
Other	30 pages / hour
Familiarity ² Reading	45 pages / hour
Writing Research Papers	1/2 page / hour
Writing Reflection Papers	2 pages / hour
Major exam preparation	7 hours

¹ Mastery assumes careful interaction with the ideas, note taking and will lead to accountability in class, papers and tests.

² Familiarity assumes highlighting and general acquaintance with the ideas in the text but not specific points or details.

Suggested format for Presentations

- Literature review
 - what are the issues
 - what is the population like
- What activities are happening in this area
 - programs
 - what do programs that work look like
 - who is doing what and where
- Conclusions
 - any implications
 - suggestions
 - where go from here

Suggested format for Career Intake

- A. Career concern
- B. Experience
 - a. Educational, trainings
 - b. Work, life
 - c. Hobbies, awards, etc.
- C. Interests/goals/values/talents
- D. Assessments
 - a. What info need
- E. Conclusions
- F. Recommendations
 - a. Prep, research
 - b. Ed, training, experience
 - c. Job search skills