

LIFESTYLE AND CAREER DEVELOPMENT
FALL 2024

Instructor: Eddie Journey, Ph.D., LMHC (he/him/his)
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Office Hours: By Request
Class Hours: Wednesdays, 630p to 930p

Course Description:

This course is designed to provide an understanding of career development and related life factors. Special emphasis will be placed on counseling processes designed to assess and assist individuals with career development problems and/or issues.

CACREP-compatibility:

This course is designed to reflect the CACREP standard for career counseling as it addresses:

1. FOUNDATIONS
 - a. history and development of career counseling
 - b. emergent theories of career development and counseling
 - c. principles of career development and decision making over the lifespan
 - d. formal and informal career- and work-related tests and assessments
2. CONTEXTUAL DIMENSIONS
 - a. roles and settings of career counselors in private and public sector agencies and institutions
 - b. role of career counselors in advocating for the importance of career counseling, career development, life-work planning, and workforce planning to policymakers and the general public
 - c. the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues
 - d. factors that affect clients' attitudes toward work and their career decision-making processes,
 - e. impact of globalization on careers and the workplace
 - f. implications of gender roles and responsibilities for employment, education, family, and leisure
 - g. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations
 - h. resources available to assist clients in career planning, job search, and job creation
 - i. professional organizations, preparation standards, and credentials relevant to the practice of career counseling
 - j. legal and ethical considerations specific to career counseling
3. PRACTICE
 - a. intake interview and comprehensive career assessment

- b. strategies to help clients develop skills needed to make life-work role transitions
- c. approaches to help clients acquire a set of employability, job search, and job creation skills
- d. strategies to assist clients in the appropriate use of technology for career information and planning
- e. approaches to market and promote career counseling activities and services
- f. identification, acquisition, and evaluation of career information resources relevant for diverse populations
- g. planning, implementing, and administering career counseling programs and services

Course Objectives: Students will

- Apply theories and models of career development, counseling, and decision making (CACREP Standard II.F.4.a)
- Discuss approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP Standard II.F.4.b).
- Develop an understanding of the processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP Standard II.F.4.c).
- Examine approaches for assessing the conditions of the work environment on clients' life experiences (CACREP Standard II.F.4.d).
- Develop strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP Standard II.F.4.f).
- Develop strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP Standard II.F.4.g).
- Discuss strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP Standard II.F.4.h).
- Apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP Standard II.F.4.i).
- Discuss ethical and culturally relevant strategies for addressing career development (CACREP Standard II.F.4.j).

Required Texts:

Zunker Vernon G. 2016. *Career Counseling : A Holistic Approach* 9Th edition student ed. Australia: Cengage Learning. [ISBN 9781305087286, 1305087283 | Amazon \$150; VitalSource \$50 rental]

Moser Drew and Chuck DeGroat. 2020. *The Enneagram of Discernment : The Way of Vocation Wisdom and Practice*. Beaver Falls PA: Falls City Press. [ISBN: 9780986405167, 0986405167 | Amazon \$19]

Recommended Texts:

Busacca Louis A and Mark C Rehfuss. 2017. *Postmodern Career Counseling: A Handbook of Culture Context and Cases*. Alexandria VA: American Counseling Association.

Riso Don Richard and Russ Hudson. 2003. *Discovering Your Personality Type : The Essential Introduction to the Enneagram* Revised and expanded ed. Boston: Houghton Mifflin Company.

COURSE METHODOLOGY: This course is organized to progress in two fashions: breadth and depth. Breadth of learning refers to the full span of knowledge of a subject. Depth of learning refers to the extent to which specific topics are focused upon, amplified and explored. Within any area of study, there will be both breadth and depth of learning, which increase as students advance their knowledge.

As it relates to this course specifically, the breadth approach will address most of the theories, instruments and practices of career development and counseling. Depth of learning will be most understood through individual reflection and application in the Enneagram work as well as case analysis.

COURSE REQUIREMENTS:

| Assignments | | Grading Scale | | | |
|----------------------|-------------|--------------------------------|--------------|----|--------------|
| Class Participation: | 10% | A | 93% or above | C+ | 77% - 79.99% |
| RHETI Completion | 5% | A- | 90% - 92.99% | C | 73% - 76.99% |
| Enneagram Journal | 30% | B+ | 87% - 89.99% | C- | 70% - 72.99% |
| Group Presentation: | 25% | B | 83% - 86.99% | D+ | 67% - 69.99% |
| Final Assignment: | 30% | B- | 80% - 82.99% | D | 60% - 66.99% |
| Total: | 100% | Failing Grade = Lower than 60% | | | |

COURSE ASSIGNMENTS:

RHETI Completion: Students will complete and submit the results of the Riso-Hudson Enneagram Type Indicator. These types will be used to organize the Group Presentations.

Enneagram Reflection Journals: These journals will contain personal insights and learnings as students engage in the spiritual process of discernment as guided by the Enneagram. Students should review the relevant type chapters in Part II of *Enneagram of Discernment*. Within each chapter, the author asks Engagement Questions which will serve as the prompts for your journal reflections. Students are to answer all Engagement Questions in their respective chapters.

Additionally, students are to complete at least two (2) exercises from the Your Type Within and engage their experiences in the reflection journal.

Take this assignment seriously. Do not wait until the last minute to do them. Spread the reflections over the allotted time. These reflections will be graded based on their ability to

demonstrate a reflection of key content in the text, personal growth/insight, and appropriate writing quality.

Career Development Tool Evaluation: Students will complete a career development tool, turn in the results alongside a 1.5 to 2 pg (max) reflection. The reflection should not only explore the impact of the results (feelings of in/accuracy, new insights, where use would be helpful or harmful), but also reflect an engagement of the required text and course discussion.

Possible Tools include but are not limited to:

- *Myers-Briggs Test:* a questionnaire that describes your preferred way of interacting; one of many free online tests can be found at [HumanMetrics](#) and www.16personalities.com
- *Strong Interest Inventory:* another personality test that compares your interests with those of individuals successfully working in a range of jobs; the analysis usually incurs a fee but you can find free versions online (keep in mind that you often get what you pay for)
- *Career Beliefs Inventory:* a career counseling tool that can help identify and overcome attitudes that interfere with choosing a career
- *Values Assessment (free)* – The Values Test can help you learn more about your underlying work needs and motivations, and can help you decide what is important to you in a job.
- *Kiersey Temperament Sorter* – there is a free mini-report that provides you with a detailed summary of your personality type and core characteristics, including what types of roles and workplaces may be a good fit. There is a fee for a more detailed career occupation report.
- *O*Net Work Importance Locator* - The O*NET Work Importance Locator (WIL) is a self-assessment career exploration tool that allows clients to pinpoint what is important to them in a job. It helps people identify occupations that they may find satisfying based on the similarity between their work values (such as achievement, independence, and conditions of work) and the characteristics of the occupations.
- *O*Net Interest Profiler* - The O*NET Interest Profiler (IP) is a family of self-assessment career exploration tools that can help clients discover the type of work activities and occupations that they would like and find exciting. Clients identify and learn about broad interest areas most relevant to themselves. They can use their interest results to explore the world of work.

Group Presentation: A separate handout exploring this assignment will be shared in class.

Final Assignment: This assignment is intended to be a comprehensive work that highlights the student's growing understanding of underlying theories of, real world challenges to, and relevant tools and interventions in career development.

Students will choose from the topics below (or one approved by the instructor):

- Workforce Centers
- Non-traditional careers for men
- Unemployment Issues
- Non-traditional careers for select populations

- Considerations for career planning with select populations
- Career/vocational issues for undocumented immigrants
- Dual career couple issues
- Career counseling with gifted and talented k-12 students
- Career counseling with special education k-12 students
- Retirement Counseling
- Career counseling options for convicted felons
- Career development and people with disabilities
- Considerations for career counseling with LGBTQIA+ persons
- Postsecondary Enrollment Option (PSEO Programs)
- Career Counseling Undecided College Students

Students will either produce an 8–10-page paper or creative product addressing the current status and history of the topic, implication of the topic to the workforce, racial/gender/diversity challenges, as well as the career development theories, tools, and approaches that are available to help address them. Finally, the assignment should address both a spiritual awareness and a working understanding of the topic's implication on the student's professional career.

Creative products may include works like digital storytelling, recorded presentations, podcast episodes. Citations that reference required texts and outside sources are expected. Creative products should demonstrate similar effort, thought, and preparation as would an academic paper.

ACADEMIC POLICIES: All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

ASSIGNMENTS AND LATE WORK: All assignments should be completed, on deadline and as assigned, in order for a student to pass the course. Late papers and other assignments will be accepted without penalty only in extreme and documented situations, such as a death or serious diagnosis in the family, a lengthy illness, or other emergencies. Please plan ahead so that an acute emergency (e.g., brief illness, computer problems, pastoral emergency) does not interfere with submitting the work on time. Unexcused late assignments will be accepted for one week following the due date with a penalty of 10 percentage points for each day the paper is late.

ACADEMIC INTEGRITY: Garrett has a clear policy concerning plagiarism (See the plagiarism policy in the latest G-ETS Academic Handbook). Students are responsible for knowing and observing this policy. All written work will undergo an online plagiarism check. Plagiarism will result in a grade of zero on the assignment and reported to the Academic Dean.

LANGUAGE: In all writing and class discussions, use inclusive language and think critically about language use. Particularly, this course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let us know. Feel free to correct us on your preferred gender pronoun.

ACADEMIC ACCOMMODATIONS: Your experience in this class is important to me. Student accommodations for documented conditions should be developed and requested before the

beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

EXTENSIONS: For master's students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters for the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term (19-20 Handbook, 20).

| Date | Focus | Recommended Reading | Assignments Due |
|-------------|--|-----------------------------------|---|
| 9/4/2024 | Foundations: History and Theory of Career Counseling | Chapters 1 & 2 (CC) | |
| 9/11/2024 | Models and Approach | Chapters 3 & 4 (CC) | |
| 9/18/2024 | Enneagram Basics | Introduction, Chapters 1 & 2 (ED) | RHETI Completed |
| 9/25/2024 | Tools, Tests, & Assessments | Chapter 5 & 6 (CC) | |
| 10/2/2024 | Technology & Ethics | Chapters 2 & 8 (CC) | |
| 10/9/2024 | Enneagram Triads and Stances | Chapters 3 & 4 (ED) | Tool/Assessment Review |
| 10/16/2024 | Career Counseling: Multicultural Dynamics | Chapter 9 (CC) | |
| 10/23/2024 | Career Counseling: Gender Dynamics | Chapter 10 (CC) | |
| 10/30/2024 | Career Counseling: LGBTQIA+ Dynamics | Chapter 11 (CC) | |
| 11/6/2024 | Career Counseling: Disability Dynamics | Chapter 12 (CC) | |
| 11/13/2024 | Enneagram as a Tool for Vocational Discernment Presentations | | Enneagram Group Presentation & Personal Reflection Journals |
| 11/20/2024 | Population Focus: Adults (Career Development & Life Changes) | Chapters 13 & 14 (CC) | |
| 11/27/2024 | Thanksgiving Break | | |
| 12/4/2024 | Population Focus: Elementary & Middle School- Aged Children | Chapters 15 & 16 (CC) | |
| 12/11/2024 | Population Focus: High Schoolers | Chapter 17 (CC) | Final Papers Due by 11:59PM CT |