I. COURSE DESCRIPTION:
This is an introductory course that is designed to equip the counselor with the concepts and skills necessary to conduct a lifestyle and career assessment and to implement career goals in a plan of action from a Christian viewpoint.

II. STUDENT LEARNING OBJECTIVES:
1. Students will understand the significance and application of major theories of career and vocational development in an historical and contemporary context. Major theorists will include Holland, Tiedemann, Dawis & Lofquist, Strong, Gottfriedson, Super, Lent, and Bandura, among others.
2. Students will be able to apply the general counseling skills of relationship building, verbal and nonverbal communication, motivation techniques and thought/behavior management to influence clients involved in the career counseling process.
3. Students will develop skills that will allow them to work with clients in a whole person approach, taking into account the clients biological, psychological, and social/cultural factors, in order to assist them with determining an appropriate vocational objective and a plan to meet their objective.
4. The student will learn the basic skills for Motivational Interviewing. MI is noted to be an effective, evidence-based counseling approach applicable to a wide range of psychological, behavioral, and physical health issues.

III. KNOWLEDGE BASE
This course meets the Michigan educational requirements for Admission to the Examination for Professional Counselor Licensure: Michigan Administrative Code (SOAHR) requirement for Career Development-R 338.1753 Rule 3 (1)(c)(i).

IV. TEACHING STRATEGIES FOR STUDENT LEARNING
This class will include a variety of learning approaches including, but not limited to, some or all of the following: lectures, class discussions, small group work, role plays, multimedia presentations, reflections, and assignments designed to help students develop critical thinking skills.
V. COURSE REQUIREMENTS:
A. REQUIRED TEXTS:

B. RECOMMENDED TEXT:

C. ATTENDANCE POLICY OF THE SEMINARY
According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade, or withdraw from the class; this is at the discretion of the professor.

In addition, it is the student’s responsibility to get materials missed due to absence(s) (for any reason) from other students.

D. ASSIGNMENTS / ASSESSMENT OF STUDENT LEARNING:
CLASS ATTENDANCE AND PARTICIPATION
10% of grade.

Note that this will specifically involve participation in role-plays that will occur in-class.

**QUIZZES**
In-Class Assignments DUE: WEEKS 2-15, (10% of grade total)

**INITIAL INTERVIEW QUESTION** Due: WEEK 4 (10% of grade)
**PMI, CAF, DECISIONAL BALANCE** Due: WEEK 6 (10% of grade)
**VOC EXPLORATION ASSIGNMENT** Due: WEEK 8 (10% of grade)
**PHASES TO GOAL ASSIGNMENT** Due: WEEK 10 (10% of grade)
**CHAPTER PRESENTATION** Due: TBS (30% of grade)

**INITIAL INTERVIEW QUESTION ASSIGNMENT**
This questionnaire will include questions that are to be answered from a client of your choice. The client should not be someone in the class or a relative, but should be an individual that you will be able to access later in the course and someone who can benefit from vocational counseling assistance. This questionnaire is straightforward. Some of the questions may not pertain to the client. The questions do not need to be in a paragraph or summary format. A template for the questions can be found on the [www.myhomeworkapp.com](http://www.myhomeworkapp.com) website. If you are unable to access the document from this website, you can email the professor and a copy can
PMI, CAF, DECISIONAL BALANCE
This assignment will incorporate some of the information from the Initial Interview Questions, but will also entail specific information regarding the client’s perspective regarding their motivations to work. The strategy for obtaining information from the PMI, CAF, and Decisional Balance (3 different forms) will be taught in class. Examples will be provided.

VOCATIONAL EXPLORATION ASSIGNMENT
• Vocational Exploration Worksheet (noting at least 3 potential careers related to the identified primary career).
  ▪ This portion should include:
    ▪ the vocational objective titles;
    ▪ the concerns about the occupation, based on BLS data
    ▪ reasons why this vocation will fit the client’s capabilities, based on BLS data

PHASES TO GOAL ASSIGNMENT
This assignment will include a step-by-step strategy for your client to reach their goal. These steps should be comprehensive to the degree that others could pick up the plan and know exactly what they would need to do in order to reach the specified vocational objective. A template is available upon request.

CHAPTER PRESENTATION (SLO # 1,4): Due: To be Scheduled
Students will pair up and provide a 25 minute presentation for a chapter in the Career Counseling text and provide a 500 word, written summation of the chapter highlights in the students' own words, along with their reaction to the chapter.

NOTES: (1) The texts for this class should prepare the student for the writing of these papers.
         (2) Use APA style. (The cover page, abstract page (if used), and reference page are not included in counting pages for this paper.) Grading of the paper will be based on clarity of presentation, thoroughness of research, applicability of material selected, and organization of the presentation, following APA style.
         (3) Scores for any papers handed in after the due date Week 13 will automatically be reduced at the rate of 2 points per week, unless an incomplete or extension is requested and approved.
         (4) ALL PAPERS MUST BE TURNED IN VIA EMAIL TO M.BRADLEY (marcasb@icloud.com).

D. CALCULATION OF GRADE
Class attendance and participation 10 points
Quizzes 10 points
In-Class Assignments 10 points
Initial Interview Questions 10 points
### VI. Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Lecture/Topic</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (8/24)</td>
<td>Syllabus and Introduction to Course Perspectives of Career Counseling Initial Interview Questions Provided (See website or via email)</td>
<td>Syllabus, Zunker Chapter 1</td>
</tr>
<tr>
<td>2 (8/31)</td>
<td>It’s a Whole New World for Job-Hunters Initial Interview Questions Discussion PMI, CAF, Decisional Balance Discussion of IPE Choosing Groups</td>
<td>Bolles Chapter 1, Initial Interview Questions</td>
</tr>
<tr>
<td>3 (9/14)</td>
<td>Google is Your New Resume Discussion of IPE Review PMI, CAF, Decisional Balance Discussion of Group Presentation Groups Choose Chapter to Present</td>
<td>Quiz, Bolles Chapter 2</td>
</tr>
<tr>
<td>4 (9/21)</td>
<td>Career Development Theories Online Resources: <a href="http://www.bls.gov">www.bls.gov</a>; Open Ops Link; <a href="http://www.mynextmove.org">www.mynextmove.org</a>; Determining Voc Objective. Review PMI, CAF, Decisional Balance Discussion of IPE Discussion of Group Presentation</td>
<td>Quiz, Zunker Chapter 2 Initial Interview Questions Completion – Due</td>
</tr>
<tr>
<td>6 (10/5)</td>
<td>There Are Seven Million Vacancies This Month Time for Groups. Questions. Online Resources Review: Discussion of Vocational Explorational Assignment</td>
<td>Bolles Chapter 3 PMI, CAF, Decisional Balance Due</td>
</tr>
<tr>
<td>7 (10/12)</td>
<td>16 Tips about Interviewing for a Job Vocational Exploration Assignment Questions Time for Groups</td>
<td>Quiz, Bolles Chapter 4</td>
</tr>
</tbody>
</table>
VII. OTHER COURSE INFORMATION
None.

VIII. LIFELONG LEARNING COMPONENT
Read other books indicated in the Bibliography, as well as ones recommended in the resources listed next.
Join ACA, and MCA.
Read professional journals in the field.

IX. Seminary Guidelines
A. ATS Academic Integrity Policy
Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As
members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

B. Academic Support Services
If you need assistance with writing projects for your coursework, you may contact the ATS Academic Support Center. The Center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the Center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement.

Our ATS-Detroit writing consultant is Rev. Valerie Crump. She can be reached at 248-763-0800, and through email at atsdetwc@ashland.edu or vcrump@ashland.edu. If you desire, you may also contact the ATS Academic Support Center in Ohio at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, (419) 289-5904.

D. ATS Grading Scale …………..(adopted by Ashland faculty 05/03/96)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>4.0</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>3.3</td>
<td></td>
</tr>
</tbody>
</table>
E. Plagiarism Policy
Students found guilty of plagiarism will receive a failing grade on the assignment, and are subject to receive a failing grade in the course and dismissal from the Pastoral Counseling Program.

F. Late Work Policy
All written assignments are to be completed ON TIME. Late assignments will be accepted only when arrangements have been made with the instructor ahead of time. See the incomplete and extensions policy in the Student Handbook for more information.

G. Electronic Equipment Usage Policy
Electronic equipment and technology can enhance the learning process. However, it can also interfere with the learning environment. No video or audio recordings are permitted without the instructor’s consent. Cell phones and pagers must be turned off during class. Games, DVD’s, web-surfing, chat room visits, etc. are prohibited during class. Laptops, PDAs and other devices are to be used only for note-taking purposes. Violation of this policy could result in removal from class and/or a reduction in grade.

**BIBLIOGRAPHY**

**NOTE:** See also the Bibliographies in the texts for sources in preparing your papers.

[Books which are especially recommended are marked with an asterisk (*)]


Figler, H. *The Complete Job Search Handbook*.


