



**Online Course Syllabus**  
**CSL 530 L02.A**  
**Lifestyle and Career Development**  
**Spring 2019**

### **Contact Information**

**Instructor Name:** Chidinma Elaine Ward  
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**Instructor Office Hours:** By appointment only

### **Course Description and Prerequisites**

An examination of the theories of vocational choice, career choice and lifestyle, sources of occupational and educational information, and career decision-making processes. Students will identify and analyze theories of career development relevant to different populations across various cultures.

### **Course Objectives**

Course objectives, consistent with the Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards associated with Career Counseling (2016 CACREP Standards, Section 5, B, 1-2) are as follows:

1. Survey the origin, development, and nature of Lifestyle and Career Development theories in the context of the counseling process.
2. Develop a greater understanding and view of work, careers, and lifestyle issues as well as the principles of career development and decision making throughout the lifespan.
3. Conceptualize lifestyle and career development activities and programs for individuals and/or special populations.
4. Identify the role multicultural issues play in family, work, and community life for individuals as well as the implications of gender roles and responsibilities for employment, education, family and leisure.
5. Select and apply appropriate assessment and career development techniques, tests and assessments.
6. Explore a personal and professional orientation to career counseling related to beliefs, values, philosophy, and view of human nature within a global economy.
7. Understand legal and ethical considerations specific to career counseling.

### **Required Textbook**

Sharf, R. (2014). *Applying career development theory to counseling*. (6<sup>th</sup> ed.). Belmont: CA, Brooks/Cole, Cengage Learning. ISBN: 978-1-285-07544-0

### **Recommended Reading**

Bolles, R. (2012). *What Color is Your Parachute: A Practical Manual for Job-Hunters and Career-Changers*. Berkley, CA: Ten Speed Press. ISBN: 9781607740100

## Course Requirements and Assignments

- a. Twenty percent (20%) of the student's semester grade will depend on the completion of Exam #1 administered in Canvas. Exam questions will come from the chapters covered in the required text during the course of weeks one and two.
- b. Twenty percent (20%) of the student's semester grade will depend on the completion of Exam #2 administered in Canvas. Exam questions will come from the chapters covered in the required text during the course of weeks three and four.
- c. Twenty percent (20%) of the student's semester grade will depend on the completion of Exam #3 administered in Canvas. Exam questions will come from the chapters covered in the required text during the course of weeks five, six and seven.
- d. Fifteen percent (15%) of the student's semester grade will depend on the submission of weekly assignments in the form of a list of questions related to selected lifestyle and career development theories.
- e. Ten percent (10%) of the student's semester grade will depend upon their input in the Canvas Discussion Board. There will be a section within the Canvas Discussion Board feature where you can ask questions or make comments as if you were doing a face-to-face course. It is called the Question & Answer Center. You will be required to post—initial and response inclusive—at least four times over the course of the eight weeks. You get to generate the content of the questions/comments and the length of the post; however, you are cautioned to make it meaningful. You are encouraged to be self-facilitating and to do your own research before posting questions or comments.
- f. Fifteen percent (15%) of the student's grade will depend on the completion of a three to five-page paper with a minimum of 3 credible sources. The student will be required to select any one of the theories covered throughout the semester and apply the concepts to a case study which will be provided in Canvas. In essence, document how you, as a mental health professional, would provide guidance to the individual in the case study based on the guidelines associated with the theory that you have selected. Begin with a proper case conceptualization and then demonstrate that you are familiar with and can apply the theory of your choice. See additional details in Canvas. The paper should be written in APA Style format (i.e. font size, margins, title page, etc.). Grammar and writing style are extremely important. Students are strongly encouraged to utilize the services of the Criswell College Writing Center before submitting the Paper. See the Resources and Support section of this syllabus for information on the Writing Center. There are many resources—online and in the library—to learn about APA Style format. The following is just one of several links that you may find useful:  
<https://owl.english.purdue.edu/owl/resource/560/01/>

## Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades.

## Grading Scale

|    |        |                                    |
|----|--------|------------------------------------|
| A  | 97-100 | 4.0 grade points per semester hour |
| A- | 93-96  | 3.7 grade points per semester hour |
| B+ | 91-92  | 3.3 grade points per semester hour |
| B  | 88-90  | 3.0 grade points per semester hour |
| B- | 86-87  | 2.7 grade points per semester hour |
| C+ | 83-85  | 2.3 grade points per semester hour |
| C  | 80-82  | 2.0 grade points per semester hour |
| C- | 78-79  | 1.7 grade points per semester hour |
| D+ | 75-77  | 1.3 grade points per semester hour |
| D  | 72-74  | 1.0 grade point per semester hour  |
| D- | 70-71  | 0.7 grade points per semester hour |
| F  | 0-69   | 0.0 grade points per semester hour |

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Support**

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling

services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Distance education students can access information about Criswell College’s Wallace Library at [http://www.criswell.edu/current\\_students/library/](http://www.criswell.edu/current_students/library/). The Wallace Library manual is available at [http://www.criswell.edu/current\\_students/library/library\\_handbook/](http://www.criswell.edu/current_students/library/library_handbook/).

## Course Outline/Calendar

| Wk | Dates (2019)    | Required Reading  | Assignments & Exams                        |
|----|-----------------|---|--|
| 1  | Mar 25 – Mar 31 | Introduction & Trait and Factor Theory-Part I<br>Chapters 1 & 2                 |  |
| 2  | Apr 1 – Apr 7   | Trait and Factor Theory-Part II & Decision-Making Approaches<br>Chapters 3 & 15 | Assignment #1                              |
| 3  | Apr 8 – Apr 14  | Work Adjustment, & Holland’s Theories<br>Chapters 4 & 5                         | Assignment #2<br><b>Exam #1</b>            |
| 4  | Apr 15 – Apr 21 | Myers-Briggs Theory & Career Development in Childhood<br>Chapters 6 & 7         | Assignment #3                              |
| 5  | Apr 22 – Apr 28 | Adolescent & Adult Career Development<br>Chapters 8 & 9                         | Assignment #4<br><b>Exam #2</b>            |
| 6  | Apr 29 – May 5  | Constructivist, Narrative, & Relational Approaches<br>Chapters 11 & 12          | Assignment #5                              |
| 7  | May 6 – May 12  | Social Learning & Social Cognitive Career Theories<br>Chapters 13 & 14          | Assignment #6<br><b>Paper (Case Study)</b> |
| 8  | May 13 – May 17 |   | <b>Exam #3</b>                             |

## **Selected Bibliography**

- Keller, T. (2012). *Every good endeavor: Connecting your work to God's work*. New York, NY: Dutton.
- Kendall, P. (2000). *Jumpstart your online job search in a weekend*. Rocklin, CA: Prima Tech, 2000.
- Liptak, J. (2001). *Treatment planning in career counseling*. Belmont, CA: Wadsworth Thomson Learning.
- Lock, R. (2000). *Job search*. (4th Ed). Belmont, CA: Wadsworth.
- Parrott, L., & Parrott, L. (1995). *The career counselor*. Dallas, TX: Word.
- Reardon, R. (2000). *Career development and planning: A comprehensive approach*. Belmont, CA: Brooks/Cole.
- Stevens, R. (2012). *Work matters: Lessons from Scripture*. Grand Rapids, MI: William B. Eerdmans.
- Swanson, J., & Fouad, N. (2015). *Career Theory and Practice: Learning through Case Studies* (3<sup>rd</sup> ed.). Los Angeles, CA: Sage.
- Volf, M. (2001). *Work in the Spirit: Toward a theology of work*. Eugene, OR: Wipf & Stock.
- White, J., & White, M. (1981). *Your job: Survival or satisfaction?* Grand Rapids, MI: Zondervan.
- Witherington, B. (2011). *Work: A Kingdom perspective on labor*. Grand Rapids, Mich.: W.B. Eerdmans.
- Zunker, V. (2002). *Career counseling: Applied concepts of life planning*. (6<sup>th</sup> Ed.). Pacific Grove, CA: Brooks/Cole-Thomson Learning.