

School of Theology and Ministry
Seattle University
901 12th Avenue, PO Box 222000
Seattle, WA 98122-1090

Winter Quarter 2014

COURSE INFORMATION

STMC 561 Career and Professional Development (1cr)

Jan 11 and 25 (8:30am-12:30pm)
Classroom: PIGT 305
Prerequisites: None

INSTRUCTOR

Rod Landes PhD

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Texts and Materials

Required Texts: Niles, Spencer G. and Harris-Bowlsby, J., *Career Development Interventions in the 21st Century* (4th Ed), 2012, Pearson.

Other useful books:

Bollas, Christopher, *Forces of Destiny: Psychoanalysis and the Human Idiom*, 1989, Jason Aronson.

Buckingham, M. and Clifton, D., *Now, Discover Your Strengths*, 2001, The Free Press.

Csikszentmihalyi, Mihaly, *Finding Flow: The Psychology of Engagement with Everyday Life*, 1998, Basic Books.

Hillman, James, *The Soul's Code: In search of Character and Calling*, 1996, Warner.

Hollis, James, *Creating a Life*, 2001, Inner City Books.

Lewis, Roy, *Choosing Your Career, Finding Your Vocation*, 1989, Paulist Press.

Schmidt, F., *What God Wants for Your Life*, 2005, HarperCollins.

Course Description

This course examines issues that are relevant to clients in their clinical work regarding relationships and pastoral therapy in career development. It also examines the therapist's own career development in the field of relationship and pastoral therapy. Topics will include: theories of career development, diverse populations, assessment and career planning, resources, use of technology, interventions in community settings, and professional development in relationship and pastoral therapy.

This course will review the standard career guidance procedures of clarifying relevant personal characteristics and strengths, skills, interests and experiences and matching them to jobs and career, as well as the depth psychological/spiritual process of discerning vocation, of articulating what is most meaningful and therefore what calls us.

Course Goals and Objectives

The student will become able to:

1. Identify career issues with clients in treatment
2. Help clients work through career issues
3. Work with clients in handling career issues with clinical issues and include in treatment plan
4. Know the elements in career development and in relationship and pastoral therapy
5. Explore the student's own career development in relationship and pastoral therapy
6. Know technologies in relationship and pastoral therapy and online therapy

Learning Outcomes: MARPT

1. Develop an identity of a relationship and pastoral therapist. Reflect on self-as-therapist, committing to ongoing growth, implementing self-awareness, and use of self in clinical practice
2. Learn skills and theory necessary for competent, effective practice as a relational therapist. Demonstrate ability to produce written documentation and oral presentation for purpose of clinical practice, adhering to APA written guidelines where assigned.

Course Requirements

- Attendance at all of both class sessions
- Required reading (**Read Niles/Harris Bowlsbey pp. 1-287, 462-484 before first class**)
- Paper on your own Personal Professional Development (Due beginning second class)
- Presentation of your paper information to the class

Grading

Grades will be based 50% on attendance and participation, 50% on paper and presentation.

Schedule of Course Activities

First class will be primarily discussion of career and career development theories from the career guidance field, and discussion of depth psychological/spiritual perspectives on vocational "calling". Second class will include presentation and discussion of what was learned from students' personal papers.

Personal Career/Vocational Development Paper/Presentation

Students will each write a paper of up to six pages single spaced on their own personal career development. Format will be narrative rather than academic style. Questions to answer are:

What is Relationship and Pastoral Therapy (definition of activity)

Why I want to do it/be one (motivation)

Why I am/will be good at it (defining "good at it"), including personal characteristics, interests, skills, experiences and Desires of Meaning and Calling.

Students will take the Myers-Briggs Trait Indicator and the Strong Interest Inventory and evaluate these assessment instruments, noting how their own interpretation results are and are not helpful and accurate. Students will find ways to take these instruments online.

Papers will be presented to the class in verbal summary/outline format for optimal engagement.

Policies

- Academic Honesty (including plagiarism): The School of Theology and Ministry strictly adheres to the academic policy regarding Academic Integrity as indicated on the Seattle University Registrar website, as noted in the box below.
- Disability: If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, please see related note in the box below.

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
 - *(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)*
- Academic Integrity Tutorial *(found on Angel and SU Online)*

Academic Policies on Registrar website (<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.