P 675 VOCATION AND APPRAISAL
Christian Theological Seminary

Spring 2010
Instructor: Matthias Beier, M.Div., Ph.D.
Wednesday, 8:30 – 11:15 am
Class Room: 166
Office hours: By appointment
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Catalogue Course Description
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Approaches to choosing one’s life work, including assessment. Preparation for “life coaching” in educational, congregational or secular settings.

Purpose of the Course
This class addresses the intersection of work, identity and vocation. Vocation refers to that to which we give our lives. It is not synonymous with one’s work or job. Yet, in much of literature, whether theological, spiritual or secular, work can be an expression of vocation and identity. It is that “can be” that will be the focus of our discussion in this class. The tensions, conflicts, and confluences of work, identity and vocation will form the core of our study.

We will pay particular attention to the role of therapy and caregiving in relation to these issues. While the literature on caregiving and psychotherapy has devoted a great deal of attention to the development and repair of love and interpersonal relationships in human life, far less attention has been paid to the important aspects of work in persons’ lives and how we best respond to them in caregiving situations.

This class will introduce students to cultural, economic, emotional, theological, and spiritual dimensions of vocation and work. We will pay special attention to (1) the ways these dimensions of vocation and work impact career choice, development and performance, (2) the deep and broad impact of race, gender and ethnicity on these issues, (3) the influence of class on vocation and career choice and development, (4) the differences between vocation and work, (5) the treatment of “work disorders” in clinical situations, and (6) the theological and spiritual meanings of work and vocation in our own lives and the lives of those for whom we feel called to care. Students should be prepared to focus on broad interdisciplinary models of understanding these issues.

Licensure and Accreditation Standards
This course addresses aspects of the following CACREP content areas for MHC licensure at an introductory level: 1. Professional orientation and ethical practice; 2. Social and cultural diversity; 4. Career Development; 5. Helping Relationships; 7. Assessment.
Class Structure:
Classes will be composed of lectures by the instructor, class presentations by students, use of media, discussion and role plays.

Course Requirements
1. Class attendance is required. In case an absence from a class period is unavoidable due to illness, contact the instructor by e-mail prior to class. In case the absence is due to an emergency, contact the instructor within 24 hours of the absence. Unexcused absences will reduce the final grade. According to Seminary policy, no student may receive credit for a course if she or he misses more than 25% of the class sessions.
2. Thoughtful and constructive participation in class discussion reflective of the required reading assignments and in response to the content and the process of the class. Show that you are present by engaging the question of vocation both in terms of your own life journey and as a professional accompanying others in their discernment! Participation will include individual and group work. (10% of final grade)
3. Class Presentation: Each student will make one 30-minute presentation to the class. The presentation should focus on an issue of significance in the assigned reading for that day. Sign up will occur on the first day of class. A 5-7 page written summary of the presentation is due on the date of the presentation to the instructor. Other criteria by which the presentation will be graded are noted on the attached Evaluation Sheet. (25%)
4. 2 integration papers, each 7-10 pages long (type-written, double-spaced, 1 inch margins, 12 point). In each paper choose one topic related to the issues addressed in this class, discuss it in relation to how it relates to your own vocation and professional identity, and relate it to how you would work with this issue with clients. Use 3 books from the required readings and engage them closely, with constant reference, in the first paper. Then use the remaining three books from the required readings and do the same for the second paper. (20% each = 40%)
5. Final Exam (May 5): in-class multiple choice and essay exam assessing grasp of key concepts and ideas related to career counseling and appraisal based on sample licensure test questions from the NBCC (National Board of Certified Counselors). (25%)


Required Readings:
Books


**Journal Articles**


**Grading Rubric**

Grades will be determined by the number of points accumulated out of a total of 100 possible points.

- **A**: 96 - 100 points
- **A-**: 92 - 95 points
- **B+**: 89 - 91 points
- **B**: 86 - 88 points
- **B-**: 82 – 85 points
- **C+**: 79 – 81 points
- **C**: 75 – 78 points
- **C-**: 71 - 74 points
- **D+**: 67 – 70 points
- **D**: 63 – 66 points
- **D-**: 59 – 62 points
- **F**: 0 - 59 points

**Class Schedule**

**Week 1**  Jan. 20  **Introduction**

**Week 2**  Jan. 27  **Understanding the Languages and Practices of Vocation and Work**

*Reading*: Schwehn and Bass, pp. 9-113

Presenters:_____________________________________

**Week 3**  Feb. 3  **Career Counseling Perspectives**

*Reading*: Zunker, Preface & Part I: Chs. 1-5

Presenters:_____________________________________

**Week 4**  Feb.10  **Vocation, Work and the Search for Significance of Existence**

*Reading*: Schwehn and Bass, pp. 117-254

Presenters:_____________________________________

**Week 5**  Feb. 17  **Work Disorders**

*Reading*: Axelrod, ix-xvii, & Chs.1-5

Presenters:_____________________________________

Paper # 1 Due
Feb. 24 READING WEEK – NO CLASS

Week 6  Mar. 3  Work Disorders (cont.)

Reading: Axelrod, Chs. 6-9

Presenters: ________________________________

Week 7  Mar. 10  Mental Health Issues and Work

Reading: Zunker, Chs. 6-9

Presenters: ________________________________

Week 8  Mar. 17  Career Counseling and Testing

Reading: Zunker, Chs. 9-12

Presenters: ________________________________

Week 9  Mar. 24  Race, Class, Gender, and Work

Reading: hooks, vii-164
Ramsay, Nancy. (2002). “Navigating racial difference as a white pastoral theologian”

Presenters: ________________________________

Mar. 31 EASTER RECESS – NO CLASS

Week 10  Apr. 7  Race, Class, Gender, and Social and Economic Changes in Work

Reading: Shipler, ix-309

Presenters: ________________________________

Week 11  Apr. 14  Case Study: Pastoral Vocation

Reading: Beier, Ch. 4
Schwehn and Bass, pp. 359-425

Presenters: ________________________________

AAPC Annual Conference, April 15-17, Indianapolis. Register at:
http://www.aapc.org/content/2010-annual-conference
Week 12  Apr. 21  Larger Questions of the Meaning and the Place of Work and Life  
\textit{Reading}: Schwehn and Bass, pp. 245-357  

Presenters:_____________________________________

Week 13  Apr. 28  Larger Questions of the Meaning and the Place of Work and Life  
\textit{Reading}: Schwehn and Bass, pp. 427-539  

Presenters:_____________________________________

Week 14  May 5  Final Exam
Presentation Evaluation

1. Relevance to the Theme
The presentation is meaningfully related to a theme or issue that emerges from
the reading for the specified day and shows how that theme or issue is important.

1 2 3 4 5
Low high

2. Clarity of the Presentation
The presentation is clearly organized. The main points are clearly and concisely
stated. The "flow" of the presentation is understandable.

1 2 3 4 5
Low high

3. Illuminating of the Theme
The presentation illuminates the issues. It addresses and discloses
something significant regarding the ideas and theories of the reading.

1 2 3 4 5
Low high

4. Creativity of the Presentation
The presentation creatively engages the issues and the audience, showing and
inviting an imaginative empathic connection with the material.

1 2 3 4 5
Low high

5. Preparation of the Presentation
The presentation has been well-prepared and thought through. It stays within and
wisely uses the time allotted.

1 2 3 4 5
Low high

General Comments: