



**COUN6330 Professional Issues in Counseling  
New Orleans Baptist Theological Seminary  
Division of Church & Community Ministries  
Fall 2018**

**Professor: Dr. Kristyn Carver (504-282-4455, ext. 3743); email: [kcaver@nobts.edu](mailto:kcaver@nobts.edu)**

**Office: LMCCC 104-D**

**Hybrid Monday 8:00 a.m.-11:50 a.m. (Class will meet 8/20, 9/17, 10/22, 11/12)**

**Leeke Magee Christian Counseling Center**

**Teaching Assistant: Jamie Klemashevich; email: [jklemashevich@gmail.com](mailto:jklemashevich@gmail.com)**

### **Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

### **Mission Statement of the Counseling Program**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

### **Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Doctrinal Integrity.

### **Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

### **Syllabus Distribution**

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

### **Course Description**

This course is the capstone course for the counseling program and it is designed to address practical issues relevant to the practice of professional counseling. The course will be presented as a hybrid, with a portion of the course being taught through Blackboard and the other portion in class. The following topics will be addressed: preparing for the National Counselor Exam (NCE) & Counselor Preparation Comprehensive Exam (CPCE), applying for licensure and certification (LPC, NBCC, AAMFT), advocacy, resumes and interviews, and practice management. December graduates must take this course in spring semester prior to graduation and May graduates must take this course in the fall semester prior to graduation.

### **Student Learning Outcomes**

The overarching goal of the course is to stimulate the student to think critically about major issues related to sound and professional practices in counseling. The student involved in this course should be able to accomplish the following:

- 1) develop strategies for successfully preparing for the National Counselor Exam and the Counselor Preparation Comprehensive Exam
- 2) become equipped with knowledge necessary to apply for licensure and/or certifications

- 3) become familiar with issues related to advocacy in the counseling profession
- 4) become familiar with elements of writing a resume, applying for jobs, and interviewing.
- 5) exposure to issues related to practice management such as billing, insurance, and forms

### Course Teaching Methodology

The course will involve the following methodologies: reading assignments, online quizzes, discussion boards, guest speakers / panel discussions, lecture, and portfolio development.

### Textbooks

The following texts are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Rosenthal, H.(2017). *Encyclopedia of counseling package* (4<sup>th</sup> ed.). New York, NY: Routledge. ISBN 9781138299283

### Optional Texts

Gregoire, J. and Jungers, C. (2007). *The counselor's companion: What every beginning counselor needs to know* New York, NY: Routledge. ISBN 9781138942653

Helwig, A.(2015). *Study guide for the National Counselor Examination & CPCE* (7<sup>th</sup> ed.). Andrew Helwig Publisher. ISBN 9780964837775

Rosenthal, H. (2009). *Vital information and review questions for the NCE, CPCE and state counseling exams* (3rd ed.) (Audio CD). New York, NY: Routledge, ISBN 9780415801416

Mometrix Test Preparation (2016). *NCE flashcard study system: NCE test practice questions & exam review for the National Counselor Exam*. Beaumont, TX: Mometrix Media. ISBN 9781610722322

### Key Performance Indicators

Key Performance Indicator	Learning Experiences	Assessments

### Course Objectives

Course Objectives	Learning Experiences	Assessments

### Course Requirements/Assignments

Assignment/Requirements & Description	Percentage	Due Date
<b>Written</b> <b>1. Capstone Portfolio</b> – Each student will be expected to submit a portfolio that contains the following documents:  <b>a. Syllabi</b> from every graduate level counseling course the student has taken	29%	

<p><b>b. Integration of Spirituality &amp; Counseling Essay</b> Discuss how you would explain Christian counseling and the concept of integration in a Christian setting and in a secular setting. What would you address and what would you avoid in each setting? How would you deal with skepticism about your training and the concern that you will be imposing your values?</p> <p><b>c. Current Resume &amp; Cover Letter</b></p> <p><b>d. Reflection Paper</b> exploring (1) how you have grown and changed throughout the counseling program, (2) plans following graduation, (3) identification of personal strengths and growing edges as an individual and a professional</p> <p><b>e. Book List</b> – Provide a list of books you consider to be the most important or essential in the field of Christian counseling. (Place an asterisk beside the books on the list you have read.)</p> <p><b>*Note: Several elements of the portfolio are due throughout the semester in the class meetings. These will be given back to you to include in your portfolio.</b></p> <p><b>(All papers are to utilize APA form and style)</b></p>		
<p><b>Verbal/Interactive Process</b></p> <p><b>1. Discussion &amp; Participation</b> – Participation is an essential element in all courses, but is particularly important in a hybrid course. Each week students will be required to participate in a meaningful way in a discussion board in Blackboard. In addition, students are expected to contribute to class discussions when the class meets in person.</p>	15%	
<p><b>Cognitive</b></p> <p><b>1. Weekly Online Quizzes</b> – Each week students will take a quiz over the reading and audio CDs.</p> <p><b>2. Final Exam</b> – The final exam will be the CPCE which will be pass/fail. Failure to pass the final exam will require the student to retake the course.</p>	<p>25%</p> <p>31%</p>	

#### Grading Scale:

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below 70

#### Course Policies, Academic Conduct, Professional Conduct, and Technical Assistance

##### Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

#### Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

### **Classroom Parameters**

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

### **Classroom Participation/Active Dialogue**

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

### **Disabilities and Accommodations**

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Emergencies:**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging

service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

**Extra Credit:**

No extra credit will be given in this course.

**Netiquette**

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

**Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

**Policy for Graduating Seniors**

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

**Professor's Policy on Late Assignments**

All work is due on the assigned date in the syllabus. All class work is due at the dates specified. Late assignments will be given a deduction of half a grade per day after the due date. Any assignment submitted after the final exam will receive a grade of 0 points.

**Professional Conduct**

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

**Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

**Reading Assignments**

Students are responsible for completing all reading assignments.

**Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

**Writing Center**

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover

writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

**Writing Style**

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignment

### Student Services

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women's Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



[TWITTER.COM/NOBTS](https://twitter.com/nobts)



[INSTAGRAM.COM/NOBTS](https://www.instagram.com/nobts)



[FACEBOOK.COM/NOBTS](https://www.facebook.com/nobts)

Course Schedule

### Course Schedule

Enc= *Encyclopedia of counseling*; ACD = *Audio CD's*

Week #	Date	Topic	Assignment
1	Mon., Aug. 20	<b><i>In Class Meeting</i></b> Advocacy & Practice Management	
2	Mon., Aug. 27	Study Guides How to End Exam Worries	Enc. = Ch. 1, 2 Discussion Board <b>Quiz #1</b>
3	Mon., Sept. 3	Human Growth & Development	Enc. = Ch.3 ACD = Part 1 (Disk 2, 3) Discussion Board <b>Quiz #2</b>
4	Mon., Sept. 10	Social & Cultural Diversity	Enc. = Ch. 4 ACD = Part 1 (Disk 3) Discussion Board <b>Quiz #3</b>
5	Mon., Sept. 17	<b><i>In Class Meeting</i></b> – Integration in Counseling	<b><i>Brief Essay Assignment:</i></b> Explain how you would explain Christian counseling and the concept of integration in a Christian setting and in a secular setting.
6	Mon., Sept. 24	Counseling & Helping Relationships	Enc. = Ch. 5 ACD = Part 1 (Disk 4, 5, 6, 7) Discussion Board <b>Quiz #4</b>
7	Mon., Oct. 1	Group Counseling & Group Work	Enc. = Ch. 6 ACD = Part 1 (Disk 7, 8) Discussion Board <b>Quiz #5</b>



8	Mon., Oct. 8	Career Development	Enc. = Ch. 7  ACD = Part 1 (Disk 8, 9)  Discussion Board  <b>Quiz #6</b>
9	Mon., Oct. 15	<b>Fall Break</b>	
10	<b>Mon. Oct. 22 (Graduate Course Schedule)</b>	<b><i>In Class Meeting</i></b> Assessment & Testing	Enc.= Ch. 8  ACD = Part 1 (Disk 9, 10)  Discussion Board  <b>Quiz #7</b>
11	Mon. Oct. 29	<b><i>In Class Meeting</i></b> – Applying for Licensure	<b><i>Assignment:</i></b> <ul style="list-style-type: none"> <li>- Bring organized records of your clinical training – including courses &amp; counseling hours (general, direct, group, individual, couple, family)</li> <li>- Bring copies of syllabi for all of the counseling graduate courses you have taken</li> </ul>
12	Mon., Nov. 5	Research & Program Evaluation Professional Development & Ethical Practice	Enc. = Ch. 9, 10  ACD = Part 1 (Disk 10)  Discussion Board  <b>Quiz #8</b>
13	<b>Mon., Nov. 12 (Graduate Course Schedule)</b>	<b><i>In Class Meeting</i></b> Counseling Families, Diagnosis, Neuro-counseling and Advanced Concepts	Enc. = Ch. 11  ACD = Part 1 (Disk 10)  Discussion Board  <b>Quiz #9</b>
14	Mon., Nov. 19	<b>Thanksgiving Break</b>	
15	Mon., Nov. 26	Final Overview & Graphical Representations	Enc. Ch.. 12 & 13  Discussion Board  <b>Quiz #10</b>

16	Mon., Dec. 3	<b><i>In Class Meeting</i></b> – Resume Writing & Interviewing Skills	<b>Assignment:</b> Prepare a current resume and cover letter suitable for applying for a counseling position.  <b>Portfolios Due</b>
----	--------------	---	--

## Selected Bibliography

### Human Growth and Development

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Santrock, J. W. (2010). *Life-span development* (13th ed.). New York, NY: McGraw-Hill.

Gilligan, C. (1993). *In a different voice: Psychological theory and women's development* (6th ed.). Cambridge, MA: Harvard University Press.

Ivey, M.B, Myers, J.E, Sweeney, T.A. & Ivey, A.E. (2007). *Developmental counseling and therapy: Promoting wellness over the lifespan* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

### Social and Cultural Diversity

Sue, D. W., & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice* (6<sup>th</sup> ed.). New York, NY: Wiley.

Atkinson, D. R. (2003). *Counseling American minorities: A cross-cultural perspective* (6<sup>th</sup> ed.). New York, NY: McGraw-Hill.

Goldenberg, I, & Goldenberg, H. (2012). *Family therapy: An overview* (8th ed.). Pacific Grove, CA: Brooks/Cole.

Ivey, A. E., D'Andrea, M.J., & Ivey, M. B., & Simek-Morgan, L. (2011). *Counseling and psychotherapy: A multicultural perspective* (7th ed.). Boston, MA: Allyn & Bacon.

McGoldrick, M., Pearce, J. K., & Giordana, J. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). New York, NY: Guilford Press.

Ponterotto, J., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (2009). *Handbook of multicultural counseling* (3rd ed.). Newbury Park, CA: Sage.

### Helping Relationships

Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G. (2012). *Student manual for theory and practice of counseling and psychotherapy*. Pacific Grove, CA: Brooks/Cole.

Egan, G. (2013). *Exercises in helping: A training manual to accompany the skilled helper* (8th ed.). Belmont, CA: Wadsworth.

- Egan, G. (2013). *The skilled helper: A problem management approach to helping* (9th ed.). Belmont, CA: Wadsworth.
- Hackney, H., & Cormier, L. S. (2012). *The professional counselor: A process guide to helping* (7th ed.). Boston, MA: Allyn & Bacon.
- Ivey, A. E., Ivey, M.B., & Zalaquett, C.P. (2013). *Intentional interviewing and counseling: Facilitating a client development in a multicultural society* (8th ed.). Belmont, CA: Wadsworth.
- Cormier, L. S., & Hackney, H. (2007). *Counseling strategies and interventions* (7th ed.). Boston, MA: Allyn & Bacon.
- Corsini, R. J. & Wedding, D. (2011). *Current psychotherapies* (8th ed.). Itasca, IL: Peacock.
- Sharf, R. S. (2011). *Theories of psychotherapy and counseling: Concepts and cases* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Evans, D. R, Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2010). *Essential interviewing: A programmed approach to effective communication* (7th ed.). Belmont, CA: Brooks/Cole.
- Goldenberg, I., & Goldenberg, H. (2012). *Family therapy: An overview* (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Nichols, M. (2010). *Family therapy: Concepts and methods* (10th ed.). Boston, MA: Allyn & Bacon.
- Henderson, D. A. & Thompson, C.L. (2010). *Counseling children* (8th ed.). Belmont, CA: Wadsworth.

### **Group Work**

- Corey, G. (2008). *Theory and practice of group counseling* (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G., & Corey, M. S. (2013). *Groups: Process and practice* (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Yalom, I. D. (2005). *Theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.
- Corey, G. (2013). *Student manual for theory and practice of group counseling* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Capuzzi, D., Gross, D. R. & Stauffer, M. D. (Eds.). (2011). *Introduction to group counseling* (5th ed.). Denver, CO: Love.
- Gladding, S. (2011). *Group work: A counseling specialty* (6th ed.). Englewood Cliffs, NJ: Prentice Hall.

## **Career Development**

Zunker, V. G. (2011). *Career counseling: A holistic approach* (8th ed.). Belmont, CA: Wadsworth.

Sharf, R. (2013). *Applying career development theory to counseling* (6th ed.). Pacific Grove, CA: Brooks/Cole.

Brown, D. (2011). *Career information, career counseling, and career development* (10<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Herr, E. L., Cramer, S. H., & Niles, S. G. (2003). *Career guidance and counseling through the lifespan: Systematic approaches* (6th ed.). Boston, MA: Allyn & Bacon.

Zunker, V. G., & Osborn, D. S. (2011). *Using assessment results for career development* (8th ed.). Belmont, CA: Wadsworth.

## **Assessment**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Drummond, R. J & Karyn Dayle Jones. (2009). *Appraisal procedures for counselors and helping professionals* (7th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). New York, NY: Prentice Hall.

Cohen, R. J., & Swerdik, M. E. (2012). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed.). New York, NY: McGraw-Hill.

Hood, A. B., & Johnson, R. W. (2007). *Assessment in counseling: A guide to the use of psychological assessment procedures* (4th ed.). Alexandria, VA: American Counseling Association.

Walsh, W. B., & Betz, N. E. (2000). *Tests and assessment* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Kaplan, R. M., & Saccuzzo, D. P. (2008). *Psychological testing: Principles, applications, and issues* (7th ed.). Belmont, CA: Wadsworth.

Whiston, S.C. (2012). *Principles & applications of assessment in counseling* (4th ed.). Belmont, CA: Wadsworth.

## **Research and Program Evaluation**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Heppner, P. P., & Kivlighan, D. M., & Wampold, B. E. (2007). *Research design in Counseling* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

## **Professional Orientation and Ethical Practice**

[illegible]