



COUN5340 Lifestyle Development & Career Counseling

Summer 2018, Online

Division of Church and Community Ministries

Craig Garrett, Ph.D., LPC-S, NCC
Associate Professor of Counseling
HSC 101, New Orleans Campus
504-282-4455, ext. 3283
cgarrett@nobts.edu

Grader: Livy Reeves, morgan-olivia@hotmail.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 Servant Leadership.

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:

1. **Spiritual and Character Formation:** The course affords students structured opportunities to grow personally and to learn to facilitate spiritual and character formation in others.

2. **Biblical Exposition:** The course affords students opportunities to apply sound biblical exposition in the evaluation of theories of vocation, work, career counseling, and lifestyle development.
3. **Servant Leadership:** The course affords students opportunities to learn and apply skills of career counseling and vocational assessment that assist others in finding their best place of work and service, within and outside the church.
4. **Interpersonal Skills:** The course affords students the opportunity to develop their skills in counseling and assessing others in relation to their lifestyle and career issues.

Syllabus Distribution

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

Course Description

Students will examine the developmental theories, personality career theories, and decision-making theories to develop a framework for lifestyle development and career counseling. Lifestyle and vocational assessment, choice, search tactics, family influences, and God’s will and spiritual direction are examined. Students will learn to administer and interpret career assessment inventories. Students will develop the professional knowledge and skills necessary to help people develop life-career plans, with a focus on the interaction of work and other life roles. At the discretion of the professor, a small additional fee may be assessed to cover testing materials.

Program Objectives: 2. Upon successful completion of one of the Master’s Programs in Counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling.

Key Performance Indicator	Learning Experiences	Assessments
2.F.4.a Theories and models of career development, counseling, and decision making	<i>Instruction</i> Blackboard supplemental reading materials, presentations, videos. Blackboard Discussion Board <i>Reading</i> Zunker, <i>Career Counseling</i> , Ch. 2-3	<i>Course Assignments</i> Midterm and Final Exams Weekly quizzes. <i>Signature Assignments</i> Core Knowledge pre and post assessments Self-Efficacy pre and post test

Course Objectives

Course Objectives	Learning Experiences	Assessments
--------------------------	-----------------------------	--------------------

<p>Understand and evaluate the Biblical foundation for work. 2.F.4.b,d,e,g,j</p>	<p><i>Instruction</i> Unit 1, 2, 3 supplemental materials (essays, video segments)</p> <p><i>Readings</i> Witherington or Hamilton books</p>	<p><i>Course Assignments</i> Book review of Witherington or Hamilton</p> <p>Blackboard discussion forum in Units one and two.</p>
<p>Understand and evaluate the assumptions and elements of major theories in career choice and development, including ethical and culturally relevant strategies Assess in light of Biblical principles. 2.F.4.a,b,j</p>	<p><i>Instruction</i> Unit 2 lecture, supplemental videos, supplemental materials</p> <p><i>Readings</i> Zunker Ch. 2-3</p>	<p><i>Course Assignments</i> Midterm and Final Exams</p> <p>Weekly quizzes</p>
<p>Demonstrate the ability to administer and interpret selected vocational interest instruments. 2.F.4.c,e,i</p>	<p><i>Instruction</i> Unit 4 lecture, supplemental materials,</p> <p><i>Readings</i> Zunker Ch. 6-7 Larimore, <i>10 Essentials</i> Supplemental Readings in Blackboard shell</p>	<p><i>Course Assignments</i> Interview / Career Assessment Report / Treatment Plan</p>
<p>Explain key issues in one's own call and affirmation of vocation. 2.F.4.c,d,e,h,j</p>	<p><i>Instruction</i> Unit 3:</p> <p><i>Readings</i> Supplemental Readings in Blackboard shell.</p>	<p><i>Course Assignments</i> Personal Evaluation / Resume / Cover Letter</p>
<p>Apply concepts of vocational guidance to ministry in a local church, work with diverse populations, and/or other counseling interactions. 2.F.4.b,d,f,g,h,j</p>	<p><i>Instruction</i> Unit 1:</p> <p><i>Readings</i> Zunker, Ch. 2, 3, 4 Supplemental videos and readings in Blackboard units</p>	<p><i>Course Assignments</i> Interview / Career Assessment Report / Treatment Plan:</p>
<p>Demonstrate the skills needed to effectively</p>	<p><i>Instruction</i> Class discussion, Blackboard</p>	<p><i>Course Assignments</i> Personal Evaluation /</p>

conduct a job-search in their field of ministry. 2.F.4.b,c,e,h	materials Zunker Ch. 6, 7, 14, 17 <i>Readings</i> Miller, <i>48 Days</i> Supplemental reading in Unit folder on Blackboard	Resume / Cover Letter
---	--	-----------------------

Signature Assignments

Assignment	Description	Percentage/Points	Due Date
Core Knowledge pre and post assessment		N/A	First and last class meetings
Self-Efficacy pre and post assessment		N/A	First and last class meetings

Course Requirements and Evaluation of Grades

All assignments must be completed to receive a passing grade in the course.

Assignment & Description	Percentage/Points	Due Date
<p>Blackboard Discussion Board</p> <p>Students will be required to participate in weekly discussion on Blackboard. Questions and activities will be posted throughout the semester. Each student will be responsible for one primary post in response to each of the instructor questions and a minimum of two secondary post responses per unit, commenting on primary posts from other students.</p> <p>As an example – in Week 1, you will make a primary post addressing the instructor question for Unit 1. Then, you will be responsible for commenting on two posts during the week from your fellow students – these are your secondary posts for Unit 1. So, your total minimum posting for the week is 1 primary post and 2 secondary posts. Feel free to make more secondary posts and to keep the discussion going. You will repeat this process in subsequent weeks. See the Reading and Assignments Schedule below for specific dates.</p> <p>A new discussion board will be posted at the beginning of each week (on Sunday of each week at 12:00 AM). <i>In order to facilitate better discussion, students must post their primary responses as early as possible in the week, no later than Wednesday, end of day.</i> Discussion boards will be closed on Saturday at 11:59 PM (CST) each week. Discussion boards will not be reopened once they are closed.</p> <p>Posts will be graded for content quality and synthesis of course reading materials. Primary posts must demonstrate an understanding of the reading,</p>	20%	weekly

presentation, or assigned activity, with a normal expectation of approximately 1-2 paragraphs in length. Secondary posts may be shorter (a few sentences to a paragraph), but must demonstrate evidence of quality and informed reflection on the subject.		
Weekly Reading Quizzes Students will complete weekly reading quizzes on Blackboard. The quizzes will be 25 questions in length, multiple choice, and are designed to prepare students for midterm and final exams, as well as the National Counselor Examination.	10%	Weekly on Wednesdays
Interview / Career Assessment Report / Treatment Plan: Each student will conduct a multi-meeting career assessment interview with an individual, including administration of selected assessment instruments. Students will write an 8-10 page formal report and treatment plan based on these interactions. A detailed assignment description will be available in class and on Blackboard.	15%	7/15/18
Personal Evaluation / Resume / Cover Letter: Each student will conduct a personal evaluation, including the results of various vocational and other instruments assigned in class, and will produce a formal report of the evaluation. The evaluation and report will include analysis of personal strengths and weaknesses, the student's understanding of the Biblical foundation for work and vocation, potential work settings, a personal development plan, resume and job search website reviews, and the production of a personal resume and cover letter. The report will be approximately 8-12 pages in length, plus the resume and cover letter. A detailed assignment description will be available on Blackboard.	15%	7/8/18
Review of the Witherington or Hamilton Text Students will write a book review of not less than five pages, excluding cover sheet, of the book <i>Work: A Kingdom Perspective on Labor</i> by Ben Witherington OR <i>Work and Our Labor in the Lord</i> by James Hamilton. The review will be double spaced and written in current APA style. The book review should include a brief summary of content, an evaluation of the strengths and limitations of the work, and its applicability to Christian ministry and counseling. Attach and post the review on Blackboard at the designated place under Assignments.	10%	6/10/18
Midterm and Final Exams: The two examinations are designed to assess students' knowledge of career development and counseling theory. Questions are derived from class lectures, discussions, and textbook material, with special emphasis on the Capuzzi & Stauffer text. Examinations will be objective, short answer, and discussion. Studying for these exams will be helpful in preparing for the lifestyle and career counseling questions on the NCE exam.	15% (midterm) 15% (final)	7/1/18 7/21/18

Textbooks, required

(ISBN and hyperlink provided for reference only. Any format or vendor is OK as long as the edition is the same.)

Zunker, V. (2016). [*Career counseling: A holistic approach \(9th Ed.\)*](#). Boston, MA: Cengage. ISBN: 9781305087286

Miller, D. (2010). [*48 days to the work you love: Preparing for the new normal*](#) (Rev. ed.). Nashville, TN: B&H Publishing Group. ISBN: 978-1-4336-6933-0

Larimore, W. (2009). [*10 essentials of happy healthy people: Becoming and staying highly healthy*](#). Grand Rapids, MI: Zondervan. ISBN: 978-1-448-62514-7

Required: Choose one of the following books and read for the book review (student's choice):

Hamilton, J. (2017). [*Work and our labor in the Lord*](#). Wheaton, IL: Crossway. ISBN: 9781433549953

Witherington, III, Ben. (2011). [*Work: A kingdom perspective on labor*](#). Grand Rapids, MI: Eerdmans. ISBN: 978-0802865410

Recommended Reading

(Although these books are not required, they provide helpful information for further study in areas covered by the course.)

Figler, H., & Bolles, R. N. (2007). *The career counselor's handbook* (2nd ed.). New York: Ten Speed Press. ISBN: 978-1-58008-870-1

National Career Development Association. (2015). *Ethical standards*. Tulsa, OK: author. https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395

Rosenthal, H. (2017). *Encyclopedia of counseling* (4th ed.).

Wood, C. & Hayes, D. (2013). *A counselor's guide to career assessment instruments* (6th edition). Broken Arrow, OK: NCDA.

Supplemental Reading, required

Supplemental reading in the form of articles, multimedia presentations, and videos are posted in the various unit folders of the course Blackboard shell. These readings are brief and required.

Course Teaching Methodology

Reading, reviewing lecture notes and PowerPoints, Blackboard discussion boards, book review, quizzes, and practice with volunteers will be employed in this course of study. Students will interview and give assessment instruments to self and others. Students will do personal evaluations of their lifestyle issues and career paths, including research into resources in these areas. Students will be evaluated for knowledge of career development and counseling and

related lifestyle issues through exams. Students should be prepared to thoroughly discuss the reading material and demonstrate the reading/class assignments in online discussions and assignments.

Technical Resources and Competencies

Students in the NOBTS Counseling Program are expected to have access to a home computer or laptop, Internet access, and basic Microsoft Office software (Word, PowerPoint, and Excel). Desktop computers are available for use by students in the Information Technology Center (ITC), 2nd floor, Hardin Student Center, New Orleans Campus. The online version of Microsoft Office is [available free](#) to enrolled NOBTS students through the seminary ITC. In addition, students should develop competencies in the following areas. These competencies are based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
5. Be able to subscribe, participate in, and sign off counseling related listservs.
6. Be able to access and use counseling related CD-ROM and online databases.
7. Be knowledgeable of the legal and ethical codes which relate to counseling services via the Internet.
8. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
9. Be able to use the Internet for finding and using continuing education opportunities in counseling.
10. Be able to evaluate the quality of Internet information.

These competencies meet or exceed the recommendations of both the American Counseling Association and the Council of Standards in Human Services Education.

Grading Scale:

The following grading scale is used at NOBTS:

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

Helpful Resources

National Career Development Association website
Resources, Ethics, Standards, Advocacy information, etc.
https://www.ncda.org/aws/NCDA/pt/sp/home_page

O*NET Online

<https://www.onetonline.org/>

Self-Directed Search online

Online low cost inventory based on Holland's types.

<http://www.self-directed-search.com/>

Course Policies, Academic Conduct, and Professional Conduct

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 relate 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, 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) 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 is available 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. The grade for late assignments will automatically be reduced by one letter grade per week late.

Professional Conduct

Students are expected to adhere to the appropriate codes of ethics for their particular programs. 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 the NOBTS Information Technology Center (ITC) at 504-816-8180 or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. 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 in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

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

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



INSTAGRAM.COM/NOBTS



FACEBOOK.COM/NOBTS

Course Schedule

Z = Zunker, *Career Counseling*

MIL = Miller, *48 days to the work you love*

LAR = Larimore, *10 essentials of happy, healthy people*

Unit	Date	Topic	Reading Schedule & Assignments Due
1	5/29 – 6/3	Career & Work Definitions, History of Career Counseling, Assessing Your Total Health	Z: 1 MIL: 1 LAR: 1, 2
2	6/4 – 6/10	Theories of Career Counseling Career Counseling Models Change, Creating a Life Plan, Biblical View of Work, Self-Care, Physical Well-Being	Z: 2, 3 MIL: Ch. 2, 3 LAR: Ch. 3, 4 Book Review Due
3	6/11 – 6/17	Integrating Career and Personal Counseling Career Counseling Intake Interview Skills, Personality, Forgiveness, Emotional Health	Z: 4, 5 LAR: 5, 6 MIL: 4, 5
4	6/18 – 6/24	Standardized Test and Self- Assessment Procedures Technology in Career Counseling Relational Health	Z: 6, 7 LAR: 7 MIL: 7
5	6/25 – 7/1	Ethics in Career Counseling	Z: 8
		Midterm open on Blackboard all week	Midterm Exam
6	7/2 – 7/8	Multi-cultural Issues in Career Counseling, Gender Issues and Dual Careers, LGBT Issues, Career Counseling for Individuals with Disabilities, Compensation & Salary, Spiritual Health	Z: 9, 10, 11, 12 MIL: 8, 9 LAR: 8 Personal Evaluation, Resume, & Cover Letter
7	7/9 – 7/15	Job Loss and Transitions, Career Development and Transitions of Working Adults Entrepreneurship, Future Trends, Self-image, Life Purpose/Destiny	Z: 13, 14 MIL: 10, 11 LAR: 9, 10 Interview/Career Assessment/Treatment Plan
8	7/16 – 7/21	Career Counseling in School Settings Don't Go It Alone: Personal Responsibility, Empowerment, and Teamwork	Z: 15, 16, 17 LAR: Ch. 11, 12 MIL: 12
	SHORT WEEK ALERT!	The final exam will be open from 7/16 at 12:00 AM until Friday , 7/21 at 11:59 PM. <i>The Blackboard shell closes Friday night at 11:59PM.</i>	Final Exam SHORT WEEK ALERT!

Selected Bibliography

Andreasen, N. C. (2001). *Brave new brain*. New York, NY: Oxford University Press.

- Clinebell, H. (1992). *Well being: A personal plan for exploring and enriching the seven dimensions of life*. San Francisco: Harbor Collins.
- Cozolino, L. J. (2014). *The neuroscience of human relationships: Attachment and the developing social brain*. New York, NY: W. W. Norton & Company.
- Dolgin, K. G. (2011). *The adolescent: Development, relationships, and culture*, 13th ed. Boston, MA: Pearson.
- Estep, J. R. & Kim, J. H. (2010) *Christian formation: Integrating theology and human development*. Nashville, TN: B&H Publishing.
- Fowler, J. W. (1995). *Stages of faith*. New York, NY: Harper Collins.
- Rando, T. A. (1984). *Grief, dying, and death*. Champaign, IL: Research Press.
- Resnick, R. J., & Rozensky, R. (1996). *Health psychology through the life span*. Washington: American Psychological Association.
- Santrock, J. (2009). *Children*. Columbus, OH: McGraw Hill.
- Santrock, J. (2009). *Adolescence*. Columbus, OH: McGraw Hill.
- Siegel, D. J. (2012). *The developing mind: How relationships and the brain interact to shape who we are*. New York, NY: Guilford Press.
- Walsh, D. (2004). *Why do they act that way? A survival guide to the adolescent brain for you and your teen*. New York, NY: Free Press.
- Whitbourne, S. K. (2001). *Adult development and aging: Biopsychosocial perspectives*. New York, NY: John Wiley.