



**COUN5340 Lifestyle Development & Career Counseling**  
**New Orleans Baptist Theological Seminary**  
**Division of Church and Community Ministries**  
**Summer 2019**

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### **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 (CACREP 2.A)**

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.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is Doctrinal Integrity.

### **Curriculum Competencies**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.

**6. Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.

**7. Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are: Spiritual and Character Formation, Biblical Exposition, Servant Leadership, and Interpersonal Skills.

**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. 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, #4. Upon successful completion of one of the Master’s Programs in Counseling, graduates should be able to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

**Course Objectives and Student Learning Outcomes**

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

Course Objectives	Learning Experiences	Assessments
Students will understand and evaluate the Biblical foundation for work. 2.F.2.a; 2.F.2.d; 2.F.2.g; 2.F.4.j.	<i>Instruction</i> Unit 1, 2, 3 supplemental materials (essays, video segments) <i>Readings</i> Book review texts, 48 Days to the Work You Love	<i>Course Assignments</i> Book Review  Blackboard discussion forum in Units one and two.
Students will understand and evaluate the assumptions and elements of major theories in career choice and development considering Biblical principles. 2.F.1.a.; 2.F.1.b.; 2.F.2.b.; 2.F.4.a;	<i>Instruction</i> Unit 2 lecture, supplemental videos, supplemental materials  <i>Readings</i> Zunker Ch. 2-3	<i>Course Assignments</i> Quizzes Midterm Exam Final Exam

<p>Students will demonstrate the ability to administer and interpret selected vocational interest instruments appropriate to client goals and the current labor market. 2.F.1.h.; 2.F.4.c.; 2.F.4.e.; 2.F.4.i.;</p>	<p><i>Instruction</i> Unit 4 lecture, supplemental materials,</p> <p><i>Readings</i> Zunker Ch. 6-7 Larimore, 10 Essentials Supplemental Readings in Blackboard shell</p>	<p><i>Course Assignments</i> Personal Evaluation Interview/Assessment/Treatment Plan</p>
<p>Students will value key issues in calling and affirmation of vocation in multiple contexts. 2.F.1.h.; 2.F.1.k.; 2.F.2.f; 2.F.2.g; 2.F.3.h; 2.F.4.b; 2.F.4.d.; 2.F.4.g.; 2.F.4.j.</p>	<p><i>Instruction</i> Class lecture, video and discussion, guest speakers</p> <p><i>Readings</i> 10 Essentials of Happy, Health People, 48 Days to the Work You Love, Book Review Texts</p>	<p><i>Course Assignments</i> Personal evaluation Interview/ Assessment/Treatment Plan</p>
<p>Students will apply concepts of vocational guidance to ministry in a local church and/or other counseling interactions. 2.F.2.g; 2.F.4.f.; 2.F.4.h.;</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/Assessment/Treatment Plan</p>
<p>Students will demonstrate the skills needed to effectively conduct a job-search. 2.F.1.j.; 2.F.3.h; 2.F.4.f.</p>	<p><i>Class discussion, Blackboard materials</i></p> <p>Zunker Ch. 6, 7, 14, 17</p> <p><i>Readings</i> Miller, 48 Days Supplemental reading in Unit folder on Blackboard</p>	<p><i>Course Assignments</i> Personal Evaluation/Resume/Cover Letter</p>

### Course Requirements and Evaluation of Grades

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

All assignments must be submitted to Blackboard by Saturday at 11:59 PM (CST) of the week they are due.

Assignment/Requirements & Description	Percentage	Due Date
<p><b>Blackboard Discussion Board</b>  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). 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. 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, 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.</p>	20%	weekly  1st post no later than Wed  2 or more response posts no later than Sat
<p><b>Weekly Chapter Quizzes</b>  Each student will take a weekly quiz on the chapter(s) assigned for reading. Quizzes will be multiple choice and administered on Blackboard. Studying for these quizzes and reviewing afterward will be helpful in preparing for the lifestyle and career counseling midterm and final exams as well as the CPCE and NCE exams.</p>	10%	Weekly
<p><b>Review of Witherington, Hamilton, or Keller Text</b>  Students will write a book review of not less than five pages, excluding cover sheet, of either the book <i>Work: A Kingdom Perspective on Labor</i> by Ben Witherington, <b>OR</b> <i>Work and Our Labor in the Lord</i> by James Hamilton, <b>OR</b> <i>Every Good Endeavor: Connection Your Work to God’s Work</i> by Timothy Keller. 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.</p>	10%	Due 6/22

<p><b>Personal Evaluation / Resume / Cover Letter:</b> 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, potential work settings, a personal development plan, and the production of a personal resume and cover letter. The report will be approximately 8-10 pages in length, plus the resume and cover letter. A detailed assignment description will be available in class and on Blackboard.</p>	15%	Due 7/13
<p><b>Interview / Career Assessment Report / Treatment Plan:</b> Each student will conduct a multi-meeting career assessment interview with an individual, including administration of selected assessment instruments. The interview and assessment will employ principles from the Miller text. 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.</p>	15%	Due 7/20
<p><b>Midterm and Final Exams:</b> 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 Zunker 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 CPCE for graduation and the NCC exam for state licensure.</p>	15%  15%	Open 6/30-7/6 and Open 7/21-26

**Required Textbooks**

Zunker, V. (2016). *Career counseling: A holistic approach* (9<sup>th</sup> 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: 9781433669330  
 Larimore, W. (2009). *10 essentials of happy healthy people: Becoming and staying highly healthy*. Grand Rapids, MI: Zondervan. ISBN: 9781448625147

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

Hamilton, J. (2017). *Work and our labor in the Lord*. Wheaton, IL: Crossway. ISBN: 9781433549953  
 Keller, T. & Alsdorf, K.L. (2012). *Every good endeavor: Connecting your work to God's work*. New York, NY: Dutton. ISBN: 9780525952701  
 Witherington, III, Ben. (2011). *Work: A kingdom perspective on labor*. Grand Rapids, MI: Eerdmans. ISBN: 9780802865410

**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* (2<sup>nd</sup> 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](https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395)  
 National Career Development Association (2016). Standards. Retrieved from

<http://www.ncda.org/aws/NCDA/pt/sp/guidelines>  
Rosenthal, H. (2017). *Encyclopedia of counseling* (4<sup>th</sup> ed.).  
Wood, C. & Hayes, D. (2013). *A counselor's guide to career assessment instruments* (6<sup>th</sup> edition). Broken Arrow, OK: NCDA.

### **Course Teaching Methodology**

Reading, lecture notes, discussion, Blackboard, and presentations 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 class discussions and assignments. Students will submit an evaluation of their reading in the class.

### **Evaluation of Grade**

This course is graded according to seminary policy:  
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](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>

### **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, and a public WiFi network is available in all front-block buildings of the NOBTS 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.

### **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 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**

There is no extra credit available in this class.

**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 Students**

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 class 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 ethics 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.

**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 assignments

### Student Services

(CACREP 1.F, H)

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	ladminasst@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/studentservices/counselingservices.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

***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/studentservices](http://www.nobts.edu/studentservices), 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!***

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 & Assignments	CACREP crf
1	June 3-8	Introduction & Syllabus Career Counseling: A Holistic Approach Career Counseling Assessments (Pre)	Z: Ch. 1 MIL: Ch. 1 LAR: Ch. 1-2	2.F.4.a 2.F.1.a 2.F.4.a 2.F.4.b
		Historical Development & the Basics What is Work? Assessing Your Health	<b>Z: Ch 1 Quiz</b>	
2	June 9-15	Theories of Career Development Change – Opportunity, Perception, Hope Life Balance	Z: Ch. 2, 3 MIL: Ch. 2, 3 LAR: Ch. 3, 4	2.F.4.a 2.F.4.b  2.F.1.l 2.F.4.a
		Career Counseling Models A Life Plan - Work in Christian Perspective Self-Care, Physical Well-Being	<b>Z: Ch 2 Quiz</b> <b>Z: Ch 3 Quiz</b>	
3	June 16-22	Integrating Career & Personal Counseling Wheels, Goals, & Action Emotional Well-being, Forgiveness, Acceptance, and Letting Go	Z: Ch. 4, 5 MIL: Ch. 4, 5 LAR: Ch. 5, 6	2.F.4.b 2.F.4.j  2.F.4.b 2.F.4.j
		Career Counseling Intake Interview Personality Reducing Stress, Anxiety, & Depression, Mental Well- being	<b>Z: Ch 4 Quiz</b> <b>Z: Ch 5 Quiz</b>  <b>Book Review Due 6/22</b>	
4	June 23-29	Standardized Test and Self- Assessment Procedures Relational Health	Z: Ch. 6, 7 LAR: Ch. 7 MIL: Ch. 6, 7, 8	2.F.4.i 2.F.4.e 2.F.7.e 2.F.4.c 2.F.4.h 2.F.5.e
		Technology in Career Counseling Constructs, Meanings, & Application Job Search, Interviewing, Networking, Resumes	<b>Z: Ch 6 Quiz</b> <b>Z: Ch 7 Quiz</b>	

5	June 30-July 6	Ethics in Career Counseling The Value of Your Work Spiritual Well-Being  Mid-Term Exam Review	Z: Ch. 8 MIL: Ch. 9 LAR: Ch. 8  <b>Z: Ch 8 Quiz</b>	2.F.4.c 2.F.4.d
		<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM Open 6/30-7/6</b>	
6	July 7-13	Multicultural and Gender Issues in Career Counseling Entrepreneurs – Being the Boss Positive Self-Image	Z: Ch. 9, 10, 11, 12 MIL: Ch. 10, 11 LAR: Ch. 9, 10  <b>Z: Ch 9, 10 Quiz</b> <b>Z: Ch 11, 12 Quiz</b> <b>Personal Evaluation, Resume, &amp; Cover Letter Due 7/13</b>	2.F.4.a 2.F.4.e 2.F.4.h 2.F.4.i 2.F.4.c 2.F.4.f
		Counseling Diverse Populations and Individuals with Disabilities Change & Opportunity Discover Your Destiny		
7	July 14-20	Job Loss, Career Development, and Transitions of Working Adults Personal Responsibility and Empowerment	Z: Ch. 13, 14, 15, 16, 17 LAR: Ch. 11, 12 MIL: Ch. 12  <b>Z: Ch 13, 14 Quiz</b> <b>Z: Ch 15, 16, 17 Quiz</b>	2.F.3.i 2.F.4.j 2.F.4.f 2.F.4.g 2.F.4.h 5.F.2.k 2.F.4.f 2.F.4.g 5.F.2.j
		Career Development in Elementary, Middle, High School and Beyond Teamwork Find the Work You Love	<b>Interview/Career Assessment / Treatment Plan Due 7/20</b>	
8	July 21-26	Career Counseling Assessments (Post) Final Exam Review		2.F.4.a
		<b>FINAL EXAM</b> <b>*Short Week Alert!!!*</b> <b>The course closes on Friday, July 26<sup>th</sup> and cannot be reopened. All assignments and exams must be complete by this date.</b>	<b>Final Exam: Open all week, July 21-26</b>	

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