



COUN5340 Lifestyle Development & Career Counseling
New Orleans Baptist Theological Seminary
Division of Counseling
Spring 2022 (NOLA2U Live)

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 Thursday 12:30-3:20

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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.

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.

Program Objectives:

- #1 Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Equip students to design developmentally relevant counseling treatment or intervention plans.
- #3. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Key Performance Indicators

Key Performance Indicator	Learning Experiences	Assessments
KPI 2: Students will develop competence in their self-efficacy in career counseling and in their mastery of the core knowledge of career	<i>Instruction</i> Reading assignments, discussions, lectures, guest speakers, videos, examinations.	<i>Signature Assignments</i> Career Counseling Self-Efficacy Scale Pretest and Posttest Career Counseling Core Knowledge Pretest and

development, counseling and decision-making. (CACREP 2.F.4.a.)	<p><i>Readings</i> Zunker, Career counseling: A holistic approach (9th Ed Miller, 48 days to the work you love: Preparing for the new normal (Rev. ed.). Larimore, 10 essentials of happy healthy people: Becoming and staying highly healthy.</p>	<p>Posttest</p> <p><i>Course Assignments</i> Book Review Quizzes Chapter Presentations Personal Evaluation Interview/Assessment/Treatment Plan Website review Midterm Exam Final Exam</p>
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Student Learning Outcomes:

At the conclusion of the course, the student will:

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.	<p><i>Instruction</i> Class lecture and discussion</p> <p><i>Readings</i> Book review texts, 48 Days to the Work You Love</p>	<p><i>Course Assignments</i> Book Review</p>
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;	<p><i>Instruction</i> Class lecture, video and discussion</p> <p><i>Readings</i> <i>Career Counseling</i></p>	<p><i>Course Assignments</i> Quizzes Midterm Exam Final Exam Chapter Presentations</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><i>Instruction</i> Class Lecture, video and discussion, guest speakers</p> <p><i>Readings</i> <i>Career Counseling, 10 Essentials of Happy, Health People, 48 Days to the Work You Love</i></p>	<p><i>Course Assignments</i> Personal Evaluation Interview/Assessment/Treatment Plan</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><i>Instruction</i> Class lecture, video and discussion, guest speakers</p> <p><i>Readings</i> <i>10 Essentials of Happy, Health People, 48 Days to the Work You Love, Book Review Texts</i></p>	<p><i>Course Assignments</i> Personal evaluation Interview/ Assessment/Treatment Plan</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><i>Instruction</i> Class lecture, video and discussion</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>Instruction</i> Class lecture, video, discussion, guest speaker</p> <p><i>Readings</i> <i>48 Days to the Work You Love, Career Counseling</i></p>	<p><i>Course Assignments</i> Website review Personal Evalaution/Resume/Cover Letter</p>
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Course Requirements/Assignments

Assignment/Requirements & Description	Percentage	Due Date
<p>Weekly Chapter Quizzes Each student will take a weekly quiz on the chapter(s) assigned for reading. Quizzes will be multiple choice. 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. Additionally, each student will complete a “take-home” quiz for each chapter.</p>	10%	Each class meeting
<p>Chapter Presentation Each student will be assigned 1-2 chapter(s) depending on class size in Zunker (2016) <i>Career counseling: A holistic approach (9th ed.)</i> to read and present to the class during class meetings. Students are encouraged to be creative with their presentations as they describe the key elements of their assigned chapter(s). Students could, but are not limited to, create a powerpoint, show a video, give an assessment, stage a roleplay, etc. Presentations should be professional but reflect the personality of the presenter.</p>	10%	Varies per course schedule
<p>Review of Witherington, Hamilton, or Keller Text 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, OR <i>Work and Our Labor in the Lord</i> by James Hamilton, OR <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%	2/17/21
<p>Website Review: Each student will visit and review a website related to resume writing and/or job searching. Afterward, you will write a report on: A) What is the web address (URL) for the website? B) Which aspects of the website does the student consider to be most beneficial? C) What improvements would you suggest? As a counselor, would you refer someone to this website? Why or why not? The review should be 1-2 pages and will be posted in designated discussion board on</p>	5%	3/24/21

blackboard so that students will have access to see each others' reviews.		
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, 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.	15%	4/7/21
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. 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.	15%	4/28/21
Reading Report: Each student will submit a report of the percentage they read of each of the assigned texts	5%	4/28/21
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 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.	15% 15%	3/31/21 and 5/5/21

Textbooks

Required Texts

- 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 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: 978-0-525-95270-1

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.

Grading Scale

This course is graded according to seminary policy:

A--93-100

B--85-92

C--77-84

D--70-76

F--Below 70

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See "Absences" category in the website catalog at: <https://catalog.nobts.edu/generalinfo/academicpolicies>.)
3. Technical issues will not be considered a valid reason for missing a class session.

Course Policies, Academic Conduct, and Professional Conduct

Additional Items and Policies

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, 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

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

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](#).

Student Services
(CACREP 1.F, H)

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

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

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 –



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Course Schedule
(CACREP 2.D.1, 3, 4)

Z – Zunker, *Career Counseling*

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

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

Date	Topic	Reading & Assignments	CACREP crf
1/20/21	Introduction & Syllabus Career Counseling: A Holistic Approach Career Counseling Assessments (Pre)		2.F.4.a
1/27/21	Historical Development & the Basics What is Work? Assessing Your Health	Z: Ch. 1 MIL: Ch. 1 LAR: Ch. 1-2 Z: Ch 1 Quiz	2.F.1.a 2.F.4.a 2.F.4.b
2/03/21	Theories of Career Development Change – Opportunity, Perception, Hope Life Balance	Z: Ch. 2 MIL: Ch. 2 LAR: Ch. 3 Z: Ch 2 Quiz	2.F.4.a 2.F.4.b
2/10/21	Career Counseling Models A Life Plan - Work in Christian Perspective Self-Care, Physical Well-Being	Z: Ch. 3 MIL: Ch. 3 LAR: Ch. 4 Z: Ch 3 Quiz	2.F.1.i 2.F.4.a
2/17/21	Integrating Career & Personal Counseling Wheels, Goals, & Action Emotional Well-being, Forgiveness, Acceptance, and Letting Go	Z: Ch. 4 MIL: Ch. 4 LAR: Ch. 5 Z: Ch 4 Quiz Book Review Due 2/17	2.F.4.b 2.F.4.j
2/24/21	Career Counseling Intake Interview Personality Reducing Stress, Anxiety, & Depression, Mental Well-being	Z: Ch. 5 MIL: Ch. 5 LAR: Ch. 6 Z: Ch 5 Quiz	2.F.4.b 2.F.4.j
3/3/21	Standardized Test and Self- Assessment Procedures Relational Health	Z: Ch. 6 LAR: Ch. 7 Z: Ch 6 Quiz	2.F.4.i 2.F.4.e 2.F.7.e
3/10/21	Technology in Career Counseling Constructs, Meanings, & Application Job Search, Interviewing, Networking, Resumes	Z: Ch. 7 MIL: Ch. 6, 7, 8 Z: Ch 7 Quiz	2.F.4.c 2.F.4.h 2.F.5.e
3/14/21-3/18/21	SPRING BREAK	SPRING BREAK	
3/24/21	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 Z: Ch 8 Quiz Website Reviews Due 3/24	2.F.4.c 2.F.4.d
3/31/21	MIDTERM EXAM	MIDTERM EXAM	
4/7/21	Multicultural and Gender Issues in Career Counseling	Z: Ch. 9, 10 MIL: Ch. 10	2.F.4.a 2.F.4.e

	Entrepreneurs – Being the Boss Positive Self-Image	LAR: Ch. 9 Z: Ch 9, 10 Quiz Personal Evaluation, Resume, & Cover Letter Due 4/7	2.F.4.h 2.F.4.i
4/14/21	Counseling Diverse Populations and Individuals with Disabilities Change & Opportunity Discover Your Destiny	Z: Ch. 11, 12 MIL: Ch. 11 LAR: Ch. 10 Z: Ch 11, 12 Quiz	2.F.4.c 2.F.4.f
4/21/21	Job Loss, Career Development, and Transitions of Working Adults Personal Responsibility and Empowerment	Z: Ch. 13, 14 LAR: Ch. 11 Z: Ch 13, 14 Quiz	2.F.3.i 2.F.4.j 2.F.4.f 2.F.4.g 2.F.4.h 5.F.2.k
4/28/21	Career Development in Elementary, Middle, High School and Beyond Teamwork Find the Work You Love Career Counseling Assessments (Post) Final Exam Review	Z: Ch. 15, 16, 17 LAR: Ch. 12 MIL: Ch. 12 Z: Ch 15, 16, 17 Quiz Interview/Career Assessment / Treatment Plan Due 4/28	2.F.4.f 2.F.4.g 5.F.2.j 2.F.4.a
5/5/21	FINAL EXAM: 2-4 PM	Final Exam: 2-4 PM	

Selected Bibliography (CACREP 2.E)

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- Anderson, N. (2004). *Work with passion: How to do what you love for a living* (Revised and Updated). Novato, CA: New World Library.
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- Arcieri, A. J., & Green, M. E. (1999). *Majoring in success: Building your career while still in college*. Alexandria, VA: Octameron Associates.
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- Beck, J. (2008). *The complete Beck diet for life*. Birmingham, AL: Oxmoor House, Inc.
- Bell, J. S., Jr. (2003). *Christian family guide to organizing your life*. Indianapolis, IN: Alpha Books.
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- Birsner, E. P. (1991). *The 40+ job-hunting guide: Official handbook of the 40+ club*. New York: Facts on File.
- Birsner, E. P. (1991). *Mid-career job-hunting guide: Official handbook of the forty plus club*. New York: Arco Publishing.
- Blakeney, S., & Henley, W. (2007). *Energy zappers: Dealing with people who drain your dry*. Grand Rapids, MI: Baker Books.
- Bolles, R. N. (2011). *What color is your parachute? A practical manual for job-hunters and career changers*. Berkeley, CA: Ten Speed Press.
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- Brazelton, K. (2005). *Pathway to purpose for women: Connecting your to-do list, your passions, and God's purposes for your life*. Grand Rapids, MI: Zondervan.
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