

COUN5340 Lifestyle Development & Career Counseling New Orleans Baptist Theological Seminary Division of Counseling Spring 2023 NOLA2U Live

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Thursday 12:30-3:20 pm Class Grader: Andy Wiggins

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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, Canvas, 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	Instruction	Signature Assignments
competence in their self-	Reading assignments,	Career Counseling Self-
efficacy in career counseling	discussions, lectures, guest	Efficacy Scale Pretest and
and in their	speakers, videos,	Posttest
mastery of the core	examinations.	Career Counseling Core
knowledge of career		Knowledge Pretest and
development, counseling and	Readings	Posttest
decision-making.	Zunker, Career counseling: A	

(CACREP 2.F.4.a.)	holistic approach (9th Ed	Course Assignments
	Miller, 48 days to the work	Book Review
	you love: Preparing for the	Quizzes
	new normal (Rev. ed.).	Chapter Presentations
	Larimore, 10 essentials of	Personal Evaluation
	happy healthy people:	Interview/Assessment/Treat
	Becoming and staying highly	ment Plan
	healthy.	Website review
		Midterm Exam
		Final Exam

Student Learning Outcomes:
At the conclusion of the course, the student will:

Course Objectives	Learning Experiences	Assessments
Students will understand and	Instruction	Course Assignments
evaluate the Biblical	Class lecture and discussion	Book Review
foundation for work. 2.F.2.a;	Glass restars and alegassion	Deck Heviell
2.F.2.d; 2.F.2.g; 2.F.4.j.	Readings	
Z.1 .Z.d, Z.1 .Z.g, Z.1 .T.j.	Book review texts, 48 Days	
	to the Work You Love	
Students will understand and	Instruction	Course Assignments
		Quizzes
evaluate the assumptions	Class lecture, video and	
and elements of major	discussion	Midterm Exam
theories in career choice and	Deservices	Final Exam
development considering	Readings	Chapter Presentations
Biblical principles. 2.F.1.a.;	Career Counseling	
2.F.1.b.; 2.F.2.b.; 2.F.4.a;		
Students will demonstrate	Instruction	Course Assignments
the ability to administer and	Class Lecture, video and	Personal Evaluation
interpret selected vocational	discussion, guest speakers	Interview/Assessment/Treatment
interest instruments		Plan
appropriate to client goals	Readings	
and the current labor market.	Career Counseling, 10	
2.F.1.h.; 2.F.4.c.; 2.F.4.e.;	Essentials of Happy, Health	
2.F.4.i.;	People, 48 Days to the Work	
	You Love	
Students will value key	Instruction	Course Assignments
issues in calling and	Class lecture, video and	Personal evaluation
affirmation of vocation in	discussion, guest speakers	Interview/
multiple contexts. 2.F.1.h.;	Readings	Assessment/Treatment Plan
2.F.1.k.; 2.F.2.f; 2.F.2.g;	10 Essentials of Happy,	
2.F.3.h; 2.F.4.b; 2.F.4.d.;	Health People, 48 Days to	
2.F.4.g.; 2.F.4.j.	the Work You Love, Book	
	Review Texts	
Students will apply concepts	Instruction	Course Assignments
of vocational guidance to	Class lecture, video and	Interview/Assessment/Treatment
ministry in a local church	discussion	Plan
and/or other counseling		
interactions. 2.F.2.g; 2.F.4.f.;		
2.F.4.h.;		
Students will demonstrate	Instruction	Course Assignments
the skills needed to	Class lecture, video,	Website review
the skills fleeded to	Ciaco icolaro, viaco,	V V ODOILO I O VIO VV

effectively conduct a job-	discussion, guest speaker	Personal
search. 2.F.1.j.; 2.F.3.h;		Evalaution/Resume/Cover Letter
2.F.4.f.	Readings	
	48 Days to the Work You	
	Love, Career Counseling	

Course Requirements/Assignments

Course Requirements/Assignments					
Assignment/Requirements & Description	Percenta ge	Due Date			
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 "takehome" quiz for each chapter.	10%	Each class meeting			
Chapter Presentation Each student will be assigned 1-2 chapter(s) depending on class size in Zunker (2016) Career counseling: A holistic approach (9 th ed.) 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.	10%	Varies per course schedule			
Review of Witherington, Hamilton, or Keller Text Students will write a book review of not less than five pages, excluding the cover sheet, of either the book Work: A Kingdom Perspective on Labor by Ben Witherington, OR Work and Our Labor in the Lord by James Hamilton, OR Every Good Endeavor: Connection Your Work to God's Work by Timothy Keller. The review will be double-spaced and written in the current APA style. The book review should include a brief summary of the 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 Canvas at the designated place under Assignments.	10%	2/16/23			
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 the designated discussion board on Canvas so that students will have access to see each other's reviews.	5%	3/23/23			

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 an 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 Canvas.	15%	4/6/23
Interview / Career Assessment Report / Treatment Plan: Each student will conduct a multi-meeting career assessment interview with an individual, including the 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 Canvas.	15%	4/27/23
Reading Report: Each student will submit a report of the percentage they read of each of the assigned texts	5%	4/27/23
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, with short answer, and discussions. 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%	3/30/23 and TBD

Textbooks

Required Texts

Zunker, V. (2015). *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.). Ten Speed Press. ISBN: 978-1-58008-870-1

National Career Development Association. (2015). *Ethical standards*. 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

Attendance Policies

Traditional and NOLA2U Classes: Students are expected to attend and participate in the class sessions. Any student missing more than nine hours may receive an automatic grade of "F" for the course. Three tardies will count as one absence.

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 relater to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: <u>New Orleans Baptist Theological Seminary Academic Catalog.</u>

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 Canvas for information specific to this course. Because Canvas 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 Canvas 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 Canvas 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:

- 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. <u>Canvas@nobts.edu</u> Email for technical questions/support requests with the NOBTS Canvas Learning Management System <u>Canvas.NOBTS.com</u>.
- 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 <u>Publication Manual of the American Psychological Association</u>.

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/studentservices, email us at studentservices@nobts.edu, or call the Dean of Students

Need	Email	Phone	Web Page
Advising –	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html
Graduate Program Advising –		X3312	#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 Canvas	Canvas@nobts.edu	504.816.8180	Canvas.NOBTS.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/counseling services.html
Women's Programs	womensacademic@nobts.ed u	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 -







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

	essentials of happy, healthy people	Danilla o	040555
Date	Topic	Reading &	CACREP
4/40/00		Assignments	crf
1/19/23	Introduction & Syllabus		
	Career Counseling: A Holistic		
	Approach		2.F.4.a
	Career Counseling Assessments		
	(Pre)		
1/26/23	Historical Development & the Basics	Z: Ch. 1	2.F.1.a
	What is Work?	MIL: Ch. 1	2.F.4.a
	Assessing Your Health	LAR: Ch. 1-2	2.F.4.b
- 12.12.2		Z: Ch 1 Quiz	
2/2/23	Theories of Career Development	Z: Ch. 2	2.F.4.a
	Change – Opportunity, Perception,	MIL: Ch. 2	2.F.4.b
	Hope	LAR: Ch. 3	
	Life Balance	Z: Ch 2 Quiz	
0/0/00		7.0: 0	0.5.1.
2/9/23	Career Counseling Models	Z: Ch. 3	2.F.1.I
	A Life Plan - Work in Christian	MIL: Ch. 3	2.F.4.a
	Perspective	LAR: Ch. 4	
	Self-Care, Physical Well-Being	Z: Ch 3 Quiz	
2/16/23	Integrating Career & Personal	Z: Ch. 4	2.F.4.b
	Counseling	MIL: Ch. 4	2.F.4.j
	Wheels, Goals, & Action	LAR: Ch. 5	,
	Emotional Well-being, Forgiveness,	Z: Ch 4 Quiz	
	Acceptance, and Letting Go	Book Review Due	
		2/16	
2/23/23	Career Counseling Intake Interview	Z: Ch. 5	2.F.4.b
	Personality	MIL: Ch. 5	2.F.4.j
	Reducing Stress, Anxiety, &	LAR: Ch. 6	
	Depression, Mental Well-being	Z: Ch 5 Quiz	
3/2/23	Standardized Test and	Z: Ch. 6	2.F.4.i
	Self- Assessment Procedures	LAR: Ch. 7	2.F.4.e
	Relational Health	Z: Ch 6 Quiz	2.F.7.e
3/9/23	Technology in Career Counseling	Z: Ch. 7	2.F.4.c
	Constructs, Meanings, & Application	MIL: Ch. 6, 7, 8	2.F.4.h
	Job Search, Interviewing, Networking,	Z: Ch 7 Quiz	2.F.5.e
	Resumes		
3/13/23-3/17/23	SPRING BREAK	SPRING BREAK	_
3/23/3	Ethics in Career Counseling	Z: Ch. 8	2.F.4.c
	The Value of Your Work	MIL: Ch. 9	2.F.4.d
	Spiritual Well-Being	LAR: Ch. 8	
		Z: Ch 8 Quiz	
	Mid-Term Exam Review	Website Reviews	
2/20/02	MIDTEDA EVARA	Due 3/23	
3/30/23	MIDTERM EXAM Multicultural and Gender Issues in	MIDTERM EXAM	2545
4/6/23		Z: Ch. 9, 10	2.F.4.a
	Career Counseling	MIL: Ch. 10	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 4/6	2.F.4.h 2.F.4.i
4/13/23	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
4/20/23	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
4/27/23	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 4/27	2.F.4.f 2.F.4.g 5.F.2.j 2.F.4.a
	FINAL EXAM		

Selected Bibliography (CACREP 2.E)

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