



COUN6330 Professional Issues in Counseling
New Orleans Baptist Theological Seminary
Division of Counseling
Spring 2021

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Hybrid Monday 8:00 a.m.-11:50 a.m. (Class will meet 1/25; 2/22; 3/22; 4/26)

Leeke Magee Christian Counseling Center

Teaching Assistant: TBA

Mission Statement

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

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.

Course Description

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

Course Teaching Methodology

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

Program Objectives:

- #1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Train students to have the necessary academic and clinical skills to obtain professional licensure.
- #3. Equip students to develop a deeper understanding of cultural diversity to enhance counseling skills.
- #4. 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
N/A		

Student Learning Outcomes

At the conclusion of the course, the student will:

Course Objectives	Learning Experiences	Assessments
1. Demonstrate knowledge and understanding of each of the eight common core areas of professional counseling (professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, research and program evaluation).	<p><i>Instruction</i></p> <p>Blackboard Discussion Boards Lecture Guest Speakers</p> <p><i>Readings:</i> EOC: Chapters 1-13</p> <p><i>Audio CDs:</i> Disks 1-10</p>	<p>Weekly Quizzes Final Exam - CPCE</p>
2. Develop strategies for preparing for the CPCE, NCE, and applying for professional licensure. (2.F.1.g)	<p><i>Instruction</i></p> <p>Blackboard Discussion Boards Lecture Guest Speakers</p> <p><i>Reading:</i> ENC: Chapters 1, 2</p>	<p>Final Exam – CPCE Practice Licensure Application</p>
3. Develop professional competencies related to applying and interviewing for counseling positions. (2.F.1.h)	<p><i>Instruction:</i></p> <p>Lecture Blackboard Discussion boards Guest Speakers</p> <p><i>Reading:</i> ENC: Chapters 9, 10 Audio CD: Part 1 (Disk 10)</p>	<p>Resume & Cover Letter Essay Assignment</p>
4. Explore issues related to the multiple professional roles and responsibilities counselors have as members of an interdisciplinary community specifically with regard to advocacy for the profession and for clients, emergency response, and community outreach. (2.F.1.b) (2.F.1.c) (2.F.1.d) (2.F.1.e)	<p><i>Instruction:</i></p> <p>Lecture Class Discussion Blackboard Discussion board Group Work</p>	<p>Participation in class group work and discussion.</p> <p>Portfolio – Reflection Paper</p>

Course Requirements / Assignments

Assignment / Requirements & Description	Percentage	Due Date
<p>Capstone Portfolio – Each student will be expected to submit a portfolio in a three-ring binder that contains the following documents:</p> <p>A. Integration of Spirituality & Counseling Essay</p> <ul style="list-style-type: none"> - Write a verbatim of what you would say to explain Christian counseling and the concept of integration in a Christian setting. - Write a verbatim of what you would say to explain Christian counseling and the concept of integration in a secular setting. - Both essays (verbatim) should include how you will deal with skepticism about your training and the role your values will play in counseling. - Following the two verbatim, write a brief explanation of what you intentionally included and excluded in each verbatim and your rationale for doing so. <p>B. Syllabi from every graduate level counseling course the student has taken. This is submitted in Tevera. A typed list of course syllabi submitted needs to be included in the portfolio.</p> <p>C. Advocacy / Leadership Project Report Summary - Each student will be responsible increasing personal involvement in leadership or advocacy for the counseling profession. Students will need to get approval for the project prior to implementation. A brief, one page summary, of the project will be included in the portfolio. Projects may include, but not be limited to the following: attending a state licensing board meeting, volunteering with a professional organization, taking a leadership role in a professional organization. The Project Summary should include a description of the project, amount of time invested, personal reflection of the experience, and plans for future advocacy and leadership.</p> <p>D. Current Resume & Cover Letter</p> <p>E. Reflection Paper exploring</p> <ol style="list-style-type: none"> 1. how you have grown and changed throughout the counseling program 2. plans following graduation 3. identification of personal strengths and growing edges as an individual and a professional 4. your role and responsibility as an advocate for the counseling profession, clients, and individuals who have been marginalized. <p>F. Book List – Provide a list of books you consider to be the most important or essential in the field of Christian counseling. (Place an asterisk beside the books on the list you have read.)</p>	<p>30%</p>	<p>April 26</p> <p>April 26</p> <p>March 22</p> <p>April 26</p> <p>March 22</p>

<p>*Note: Several elements of the portfolio are due throughout the semester in the class meetings. These will be given back to you to include in your portfolio.</p> <p>(All papers are to utilize APA form and style)</p>		
<p>Discussion & Participation – Participation is an essential element in all courses, but is particularly important in a hybrid course. Each week students will be required to participate in a meaningful way in a discussion board in Blackboard. In addition, students are expected to contribute to class discussions when the class meets in person. Discussion board posts must be completed by Sunday at midnight (central standard time).</p>	10%	Weekly
<p>Weekly Online Quizzes – Each week students will take a quiz in Blackboard over the reading and audio CDs. You are allowed to retake the quiz as many times as you would like. Each attempt will erase the previous score. Your grade will be recorded from your last attempt. The questions are randomized and drawn from a larger pool of related questions, so the questions will vary in order and content on each attempt. Quizzes must be completed by Sunday evening at midnight central standard time.</p>	29%	Weekly
<p>Final Exam – The final exam will be the CPCE which will be pass/fail. Failure to pass the final exam will require the student to retake the course.</p>	31%	Computer Lab

Textbooks

Required Textbooks

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

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

Optional Texts

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

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

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

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

Course Requirements

Reading, lecture, discussion, group study sessions, portfolio development, audio CDs, and Blackboard will be employed in this courses of study. Students will prepare a Capstone Portfolio consisting of an integration of spirituality and counseling essay, syllabi, PLPC application, resume, reflection paper, and book list. Students will also complete the CPCE. Students should be prepared to thoroughly discuss the reading material and demonstrate an understanding through class discussion and activities.

Grading Scale

The following grade scale is used at NOBTS:

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

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: [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 will be given in this course.

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*.

Netiquette

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

Plagiarism on Written Assignments

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

Policy for Graduating Seniors

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

Professor's Policy on Late Assignments

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

Professional Conduct

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

Professor's Availability and Assignment Feedback

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

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

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

1. Selfserve@nobts.edu - 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 are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignment

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services

Course Schedule

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

Week #	Date	Topic	Assignment
1	Mon., Jan. 19	In Class Meeting #1 - Advocacy & Practice Management	
2	Mon., Jan. 26	Study Guides How to End Exam Worries	Enc. = Ch. 1, 2 Discussion Board Quiz #1
3	Mon., Feb. 2	Human Growth & Development	Enc. = Ch.3 ACD = Part 1 (Disk 2, 3) Discussion Board Quiz #2
4.	Mon. Fe. 9	Social & Cultural Diversity	Enc. = Ch. 4 ACD = Part 1 (Disk 3) Discussion Board Quiz 3
5.	Mon., Feb. 22	In Class Meeting #2 – Resume Writing & Interviewing Skills	Assignment: Prepare a current resume and cover letter suitable for applying for a counseling position.
6	Mon., March 1	Counseling & Helping Relationships	Enc. = Ch. 5 ACD = Part 1 (Disk 4, 5, 6, 7) Discussion Board Quiz #4
7	Mon., March 9	Group Counseling & Group Work	Enc. = Ch. 6 ACD = Part 1 (Disk 7, 8) Discussion Board Quiz #5

8	Mon. March 15	Spring Break	
9	Mon. March 22	In Class Meeting #3 – Applying for Professional Licensure Career Development Toni Collins – CPCE Registration	Assignment: <ul style="list-style-type: none"> - Bring organized records of your clinical training – including courses & counseling hours (general, direct, group, individual, couple, family). - Bring a list of syllabi you have loaded into Tevera for the graduate level counseling courses you have taken. Review the PLPC requirements prior to attending class.
10	Mon. March 29		Enc. = Ch. 7 ACD = Part 1 (Disk 8, 9) Discussion Board Quiz #6
11	Mon. April 5	Assessment & Testing	Enc.= Ch. 8 ACD = Part 1 (Disk 9, 10) Discussion Board Quiz #7
12	Mon., April 12	Research & Program Evaluation Professional Development & Ethical Practice	Enc. = Ch. 9, 10 ACD = Part 1 (Disk 10) Discussion Board Quiz #8
13	Mon., April 19	Counseling Families, Diagnosis, Neuro-counseling and Advanced Concepts	Enc. = Ch. 11 ACD = Part 1 (Disk 10) Discussion Board Quiz #9
14	Mon., April 26	In Class Meeting #4 – Integration of Spirituality & Counseling Final Overview & graphical Representations	Assignment: Integration of Spirituality & Counseling Essay: <ul style="list-style-type: none"> - Write a verbatim of what you would say to explain Christian counseling and the concept of integration in a Christian setting. -Write a verbatim of what you would say to explain Christian counseling and the concept of integration in a secular setting.

			Portfolios Due Enc. Ch. 12 & 13 Discussion Board Quiz 10
15	Fri. May 7 th 8:30 AM – 12:30 AM	CPCE – Final Exam	CPCE – Final Exam

Signature Assignments

Assignment	Description	Percentage/Points	Due Date
CPCE	Counselor Preparation Comprehensive Exam	31%	Fri. May 7 th 8:30 AM – 12:30 PM

Selected Bibliography

Human Growth and Development

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

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

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

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

Social and Cultural Diversity

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

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

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

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

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

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

Helping Relationships

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

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

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

Egan, G. (2013). *The skilled helper: A problem management approach to helping* (9th ed.). Belmont, CA: Wadsworth.

Hackney, H., & Cormier, L. S. (2012). *The professional counselor: A process guide to helping* (7th ed.). Boston, MA: Allyn & Bacon.

Ivey, A. E., Ivey, M.B, & Zalaquett, C.P. (2013). *Intentional interviewing and counseling: Facilitating a client development in a multicultural society* (8th ed.). Belmont, CA: Wadsworth.

Cormier, L. S., & Hackney, H. (2007). *Counseling strategies and interventions* (7th ed.). Boston, MA: Allyn & Bacon.

Corsini, R. J. & Wedding, D. (2011). *Current psychotherapies* (8th ed.). Itasca, IL: Peacock.

Sharf, R. S. (2011). *Theories of psychotherapy and counseling: Concepts and cases* (5th ed.). Belmont, CA: Wadsworth.

Evans, D. R, Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2010). *Essential interviewing: A programmed approach to effective communication* (7th ed.). Belmont, CA: Brooks/Cole.

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

Nichols, M. (2010). *Family therapy: Concepts and methods* (10th ed.). Boston, MA: Allyn & Bacon.

Henderson, D. A. & Thompson, C.L. (2010). *Counseling children* (8th ed.). Belmont, CA: Wadsworth.

Group Work

Corey, G. (2008). *Theory and practice of group counseling* (8th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G., & Corey, M. S. (2013). *Groups: Process and practice* (8th ed.). Pacific Grove, CA: Brooks/Cole.

Yalom, I. D. (2005). *Theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

Corey, G. (2013). *Student manual for theory and practice of group counseling* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Capuzzi, D., Gross, D. R. & Stauffer, M. D. (Eds.). (2011). *Introduction to group counseling* (5th ed.). Denver, CO: Love.

Gladding, S. (2011). *Group work: A counseling specialty* (6th ed.). Englewood Cliffs, NJ: Prentice Hall.

Career Development

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

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

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

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

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

Assessment

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

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

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

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

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

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

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

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

Research and Program Evaluation

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

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

CA: Brooks/Cole.

Professional Orientation and Ethical Practice

American Counseling Association. (2014). *Code of ethics and standards of practice*. Alexandria, VA: Author.

Corey, G., Corey, M. S., & Callanan, P. (2010). *Issues and ethics in the helping professions* (8th ed.). Pacific Grove, CA: Brooks/Cole.

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

Gladding, S. (2012). *Counseling: A comprehensive profession* (7th ed.). Englewood Cliffs, NJ: Merrill.

Herlihy, B., & Corey, G. (2014). *Ethical standards casebook* (7th ed.). Alexandria, VA: American Counseling Association.

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

Brown, D. & Srebalus, D. J. (2002). *Introduction to the counseling profession* (3rd ed.). Boston, MA: Allyn & Bacon.

Morrison, J. (2007). *The first interview* (3rd ed.) New York, NY: Guilford Press.

Neukrug, E. (2011). *The world of the counselor: An introduction to the counseling profession* (4th ed.). New York, NY: Oxford.

Erford, B. T. (2010). *Transforming the school counseling profession* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice-Hall.