

LIFESTYLE DEVELOPMENT & CAREER COUNSELING

COUN5340

New Orleans Baptist Theological Seminary
Spring 2017

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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.

Purpose of the Course

The purpose of this course is to equip the student with a framework for lifestyle development and career counseling. It also serves to prepare counseling students for licensing exams.

Core Value Focus

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. Students will be encouraged to consider how the core values can be applied within the context of lifestyle development and career counseling. While all five core values are emphasized, one of the core values is identified as a primary focus each semester. The Core Value Focus for the 2017 school year is *Characteristic Excellence*.

Curriculum Competencies Addressed

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

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.

Learning Objectives

Students will be able to:

1. Understand and evaluate the Biblical foundation for work.
2. Understand and evaluate the assumptions and elements of major theories in career choice and development in light of Biblical principles.
3. Demonstrate the ability to administer and interpret selected vocational interest instruments.
4. Explain key issues in one's own call and affirmation of vocation.
5. Apply concepts of vocational guidance to ministry in a local church and/or other counseling interactions.
6. Demonstrate the skills needed to effectively conduct a job-search in their field of ministry.

Required Textbooks / Readings

Capuzzi, D. & Stauffer, M. (2012). *Career counseling: Foundations, perspectives, and applications* (Second edition). New York: Routledge. ISBN: 978-0-415-88594-2

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

Witherington, III, Ben. (2011). *Work: A Kingdom Perspective on Labor*. Grand Rapids, MI: Eerdmans. ISBN: 978-0802865410

Optional:

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

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

Assignments & Evaluation Criteria

1. Classroom Participation

Students will participate in a number of classroom activities, including group discussions on issues related to career and lifestyle counseling, working with classmates to practice assessments and interventions, and developing and pursuing personal lifestyle goals.

2. Chapter Presentation - Varies

Each student will be assigned a chapter in Capuzzi, D. & Stauffer, M. (2012). *Career counseling: Foundations, perspectives, and applications* (Second edition) 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. 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.

3. Interview / Career Assessment Report / Treatment Plan: 4/27/17

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.

4. Personal Evaluation / Resume / Cover Letter: - 4/6/17

Each student will conduct a personal evaluation, including the results of various vocational and other instruments assigned in class, and will produce a formal report of the evaluation. The evaluation and report will include analysis of personal strengths and weaknesses, the student's understanding of the Biblical foundation for work and vocation, potential work settings, a personal development plan, resume and job search website reviews, and the production of a personal resume and cover letter. The report will be approximately 8-12 pages in length, plus the resume and cover letter. A detailed assignment description will be available in class and on Blackboard.

5. Review of the Witherington Text - 2/23/17

Students will write a book review of not less than five pages, excluding cover sheet, of the book *Work: A Kingdom Perspective on Labor* by Ben Witherington. The review will be double spaced, in accordance with 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.

6. Midterm and Final Exams: 4/13 and 5/11

The two examinations are designed to assess students' knowledge of career development and counseling theory. Questions are derived from class lectures, discussions, and textbook material, with special emphasis on the Capuzzi & Satuffer 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 NCC exam.

Course Evaluation Criteria

Classroom Participation	10%
Chapter Presentation	10%
Interview/Career Assessment Report & Treatment Plan	20%
Personal Evaluation, Resume, & Cover Letter	20%
Review of Witherington text	10%
Midterm Exam	15%
Final Exam	15%

Course Meeting Schedule

The spring 2017 course meets on Thursdays from 12:30pm – 3:20pm.

Reading & Assignment Schedule

C&S – Capuzzi & Stauffer, *Career Counseling*

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

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

Unit	Date	Topic	Reading & Assignments
	1/26/17	Introduction & Syllabus Career Definitions, Total Health	
	2/2/17	History of Vocational Counseling, Total Health Models, Assessing Your Health	C&S: Ch. 1 MIL: Ch. 1 LAR: Ch. 1-2
	02/09/17	Theories of Career Counseling Part 1 Change, Balance, Time Management	C&S: Ch. 2 MIL: Ch. 2 LAR: Ch. 3
	2/16/17	Career Counseling Theories Part 2 Biblical View of Work, Self-Care, Physical Well-Being	C&S: Ch. 3 MIL: Ch. 3 LAR: Ch. 4
	2/23/17	Multi-cultural Issues Emotional Well-being, Forgiveness, Acceptance, and Letting Go Work in Christian Perspective	C&S: Ch. 4 LAR: Ch. 5 MIL: Ch. 4 Witherington Book Review Due 2/23
	3/2/17	Ethical Issues Reducing Stress, Anxiety, & Depression, Mental Well-being	C&S: Ch. 5 MIL: Ch. 5 LAR: Ch. 6
	3/9/17	Assessment and Appraisal	C&S: Ch. 6 LAR: Ch. 7
	03/16/17 SPRING BREAK		SPRING BREAK
	3/23/17	Technology in Career Counseling Constructs, Meanings, & Application Job Search, Interviewing, Networking, Resumes Mid-Term Exam Review	C&S: Ch. 7, 8 MIL: Ch. 7, 8
	3/30/17	Resumes Continued, Job Satisfaction, Job Stressors, Health Issues, Family Influence, Parental Influence Theories	C&S: Ch. 9 MIL: Ch. 9 LAR: Ch. 8
	04/06/17	Assessment of Interests, Needs, & Values Assessment of Ability, Other Career Inventories, Lifespan Theories, Decision-making Theories	C&S: Ch. 10 MIL: Ch. 10 LAR: Ch. 9 Personal Evaluation, Resume, & Cover Letter Due 4/6
	4/13/17	MIDTERM EXAM	Midterm Exam
	04/20/17	Occupational Classification & Sources of Info., Finances, Salary & Other Financial Issues Spiritual Well-being, Theology of Work	C&S: Ch. 11, 12, 13 MIL: Ch. 11 LAR: Ch. 10

	4/27/17	Lifespan Theories & Interventions, Youth & Young Adults, Career Counseling with Diverse Populations, Women and Multicultural Issues, Self-image and Body Image	C&S: Ch. 14, 16 LAR: Ch. 11 Interview/Career Assessment / Treatment Plan Due 4/27
	5/4/17	Choice, Decision-making, Work Adjustments, Retirement, Economy, Unemployment, Personal Responsibility & Empowerment Don't Go It Alone: Accountability, Mentors, & Help Final Exam Review	C&S: Ch. 18 LAR: Ch. 12 MIL: Ch. 12
	05/11/17	FINAL EXAM: 1-3 PM	Final Exam: 1-3 PM

Course Policies

The following course policies are in accordance with the adopted policies of the Psychology & Counseling department, the Graduate Catalog, and the NOBTS Student Handbook.

Academic Honesty: 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.

Additional Fees: As noted in the Graduate Catalog description of this course, a small additional fee may be assessed or incurred directly by the student to cover testing materials.

Attendance and class participation: In accordance with NOBTS & department policy, students are expected to attend regularly and punctually all classes in accordance with NOBTS requirements. Class attendance is essential for effective learning. Students will be expected to attend all classes unless prevented by illness or emergency. No student who misses more than the maximum number of hours as prescribed below can receive credit for the course. A grade of "F" will be assigned to students who fail to attend class the minimum number of hours.

Class periods missed because of late enrollment will be counted as absences. Students may not enter after the end of the second week of the beginning of each regular semester. Three occasions of arriving late for a class or leaving early from class will count as one absence.

Students should take care to avoid unnecessary absences so that unexpected illness or emergencies will not cause failure in the class. The maximum number of absences without failure for a three-hour classroom course is 9 classroom hours absent. *Since this course meets once per week for three hours, this means the student may miss no more than three class periods.*

Blackboard: This course will utilize a supplemental Blackboard shell for posting of assignments and other purposes. Please be certain that you have an active Blackboard account and that you are enrolled in the Blackboard shell for the course.

Class Participation: Students are expected to be engaged in the classroom learning environment. Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. Shopping, game-playing, social networking, web browsing, etc. are not permitted. Do not text in class. If you feel the need to study for another course

during class time, then please choose to be absent that day. Use of notebook computers, tablets, etc. for note-taking and class-related activities is permitted.

Communication: Communication to students will be in the form of email, including email sent from the seminary's Blackboard and SelfServe systems. Please update your email (and other contact information) in both systems to ensure you receive course-related communications.

Emergencies: In case of emergencies, such as hurricanes, disease outbreak, or other disasters, reference the seminary website at www.nobts.edu for information. The seminary administration will communicate information that relates to the seminary, such as the nature of the emergency, instructions for response, evacuation or return dates, etc. for the duration of the disaster. Please check Blackboard for information specific to this course. Because Blackboard is available for this course, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Food and Drink: Food is generally not allowed in LMCCC classrooms. Drinks are permitted, but must be in covered containers.

The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.

Papers or Assignments	<u>All assignments</u> are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. <u>Assignments</u> will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late. <u>Late assignments</u> will result in a deduction of eight points per class period. <u>Assignments</u> must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval. <u>All counseling students</u> will write papers in accordance to standards set in the APA Publication Manual.
Quizzes	Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.
Exams	If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.
Study Guide	Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.

Plagiarism	A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are <u>strictly forbidden</u>. All sources must be cited. The Psychology and Counseling department adheres to the seminary's policy on plagiarism found in both the student handbook and graduate catalog. All infractions will be handled according to procedures outlined in the seminary's policy on plagiarism.
Class Participation	Working on assignments for other classes, playing games or using social media on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.

Selected Bibliography

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