



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

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### **Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

### **Mission Statement of the Counseling Program (CACREP 2.A)**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

### **Core Value Focus**

The seminary has five core values.

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

### **Curriculum Competencies**

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

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

5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

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

### Syllabus Distribution

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

### Course Description

Students will examine the developmental theories, personality career theories, and decision-making theories to develop a framework for lifestyle development and career counseling. Lifestyle and vocational assessment, choice, search tactics, family influences, and God’s will and spiritual direction are examined. Students will learn to administer and interpret career assessment inventories. At the discretion of the professor, a small additional fee may be assessed to cover testing materials.

**Program Objectives:** #2. Upon successful completion of one of the Master’s Programs in Counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling, #4. Upon successful completion of one of the Master’s Programs in Counseling, graduates should be able to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

### Course Objectives and Student Learning Outcomes

Course Objectives	Learning Experiences	Assessments
Students will understand and evaluate the Biblical foundation for work. 2.F.2.a; 2.F.2.d; 2.F.2.g; 2.F.4.j.	<i>Instruction</i> Class lecture and discussion  <i>Readings</i> Book review texts, 48 Days to the Work You Love	<i>Course Assignments</i> Book Review
Students will understand and evaluate the assumptions and elements of major theories in career choice and development considering Biblical principles. 2.F.1.a.; 2.F.1.b.; 2.F.2.b.; 2.F.4.a;	<i>Instruction</i> Class lecture, video and discussion  <i>Readings</i> <i>Career Counseling</i>	<i>Course Assignments</i> Quizzes Midterm Exam Final Exam Chapter Presentations
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.;	<i>Instruction</i> Class Lecture, video and discussion, guest speakers  <i>Readings</i> <i>Career Counseling, 10 Essentials of Happy, Health People, 48 Days to the Work You Love</i>	<i>Course Assignments</i> Personal Evaluation Interview/Assessment/Treatment Plan
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.	<i>Instruction</i> Class lecture, video and discussion, guest speakers  <i>Readings</i> <i>10 Essentials of Happy, Health People, 48 Days to the Work You Love, Book Review Texts</i>	<i>Course Assignments</i> Personal evaluation Interview/ Assessment/Treatment Plan
Students will apply concepts of vocational guidance to ministry in a	<i>Instruction</i> Class lecture, video and discussion	<i>Course Assignments</i> Interview/Assessment/Treatment

local church and/or other counseling interactions. 2.F.2.g; 2.F.4.f.; 2.F.4.h.;		Plan
Students will demonstrate the skills needed to effectively conduct a job-search. 2.F.1.j.; 2.F.3.h; 2.F.4.f.	<i>Instruction</i> Class lecture, video, discussion, guest speaker  <i>Readings</i> <i>48 Days to the Work You Love, Career Counseling</i>	<i>Course Assignments</i> Website review Personal Evaluation/Resume/Cover Letter

Assignment/Requirements & Description	Percentage	Due Date
<b>Weekly Chapter Quizzes</b> 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.	10%	Each class meeting
<b>Chapter Presentation</b> Each student will be assigned 1-2 chapter(s) depending on class size in Zunker (2016) <i>Career counseling: A holistic approach (9<sup>th</sup> 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.	10%	Varies per course schedule
<b>Review of Witherington, Hamilton, or Keller Text</b> Students will write a book review of not less than five pages, excluding cover sheet, of either the book <i>Work: A Kingdom Perspective on Labor</i> by Ben Witherington, <b>OR</b> <i>Work and Our Labor in the Lord</i> by James Hamilton, <b>OR</b> <i>Every Good Endeavor: Connection Your Work to God's Work</i> by Timothy Keller. The review will be double spaced and written in current APA style. The book review should include a brief summary of content, an evaluation of the strengths and limitations of the work, and its applicability to Christian ministry and counseling. Attach and post the review on Blackboard at the designated place under Assignments.	10%	2/21/19
<b>Website Review:</b> 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 blackboard so that students will have access to see each others' reviews.	5%	3/28/19
<b>Personal Evaluation / Resume / Cover Letter:</b> Each student will conduct a personal evaluation, including the results of various	15%	4/11/19

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.		
<b>Interview / Career Assessment Report / Treatment Plan:</b> Each student will conduct a multi-meeting career assessment interview with an individual, including administration of selected assessment instruments. The interview and assessment will employ principles from the Miller text. Students will write an 8-10 page formal report and treatment plan based on these interactions. A detailed assignment description will be available in class and on Blackboard.	15%	5/2/19
<b>Reading Report:</b> Each student will submit a report of the percentage they read of each of the assigned texts	5%	5/9/19
<b>Midterm and Final Exams:</b> The two examinations are designed to assess students' knowledge of career development and counseling theory. Questions are derived from class lectures, discussions, and textbook material, with special emphasis on the Zunker text. Examinations will be objective, short answer, and discussion. Studying for these exams will be helpful in preparing for the lifestyle and career counseling questions on the CPCE for graduation and the NCC exam for state licensure.	15% 15%	4/4/19 and 5/16/19

### Required Textbooks

- Zunker, V. (2016). *Career counseling: A holistic approach* (9<sup>th</sup> Ed.). Boston, MA: Cengage. ISBN: 9781305087286
- Miller, D. (2010). *48 days to the work you love: Preparing for the new normal* (Rev. ed.). Nashville, TN: B&H Publishing Group. ISBN: 978-1-4336-6933-0
- Langberg, D. (2013). *In our lives first: Meditations for counselors*. Scotts Valley, CA: CreateSpace. ISBN: 978-1497444010
- 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* (2<sup>nd</sup> ed.). New York: Ten

Speed Press. ISBN: 978-1-58008-870-1

National Career Development Association. (2015). *Ethical standards*. Tulsa, OK: author.  
[https://www.ncda.org/aws/NCDA/asset\\_manager/get\\_file/3395](https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395)

Rosenthal, H. (2017). *Encyclopedia of counseling* (4<sup>th</sup> ed.).

Wood, C. & Hayes, D. (2013). *A counselor's guide to career assessment instruments* (6<sup>th</sup> edition). Broken Arrow, OK: NCDA.

### **Course Teaching Methodology**

Reading, lecture notes, discussion, Blackboard, and presentations will be employed in this course of study. Students will interview and give assessment instruments to self and others. Students will do personal evaluations of their lifestyle issues and career paths, including research into resources in these areas. Students will be evaluated for knowledge of career development and counseling and related lifestyle issues through exams. Students should be prepared to thoroughly discuss the reading material and demonstrate the reading/class assignments in class discussions and assignments. Students will submit an evaluation of their reading in the class.

### **Evaluation of Grade**

This course is graded according to seminary policy:

A--93-100

B--85-92\*

C--77-84

D--70-76

F--Below 70

### **Course Policies, Academic Conduct, and Professional Conduct**

#### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

#### **Academic Policies**

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: *New Orleans Baptist Theological Seminary Academic Catalog*.

#### **Classroom 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](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Emergencies:**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

### **Extra Credit**

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

### **Professional Conduct**

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

### **Professor's Availability and Assignment Feedback**

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

### **Reading Assignments**

Students are responsible for completing all reading assignments.

### **Technical Assistance**

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

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Writing Center**

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official NOBTS Writing Center online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

### **Writing Style**

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments

## Student Services

(CACREP 1.F, H)

*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](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women's Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



[TWITTER.COM/NOBTS](https://twitter.com/nobts)  
 [INSTAGRAM.COM/NOBTS](https://www.instagram.com/nobts)  
 [FACEBOOK.COM/NOBTS](https://www.facebook.com/nobts)

**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*

<b>Date</b>	<b>Topic</b>	<b>Reading &amp; Assignments</b>	<b>CACREP crf</b>
1/24/19	Introduction & Syllabus Career Counseling: A Holistic Approach Career Counseling Assessments (Pre)		2.F.4.a
1/31/19	Historical Development & the Basics What is Work? Assessing Your Health	Z: Ch. 1 MIL: Ch. 1 LAR: Ch. 1-2 <b>Z: Ch 1 Quiz</b>	2.F.1.a 2.F.4.a 2.F.4.b
02/07/19	Theories of Career Development Change – Opportunity, Perception, Hope Life Balance	Z: Ch. 2 MIL: Ch. 2 LAR: Ch. 3 <b>Z: Ch 2 Quiz</b>	2.F.4.a 2.F.4.b
2/14/19	Career Counseling Models A Life Plan - Work in Christian Perspective Self-Care, Physical Well-Being	Z: Ch. 3 MIL: Ch. 3 LAR: Ch. 4 <b>Z: Ch 3 Quiz</b>	2.F.1.l 2.F.4.a
2/21/19	Integrating Career & Personal Counseling Wheels, Goals, & Action Emotional Well-being, Forgiveness, Acceptance, and Letting Go	Z: Ch. 4 MIL: Ch. 4 LAR: Ch. 5 <b>Z: Ch 4 Quiz</b> <b>Book Review Due 2/21</b>	2.F.4.b 2.F.4.j
2/28/19	Career Counseling Intake Interview Personality Reducing Stress, Anxiety, & Depression, Mental Well-being	Z: Ch. 5 MIL: Ch. 5 LAR: Ch. 6 <b>Z: Ch 5 Quiz</b>	2.F.4.b 2.F.4.j
3/7/19	Standardized Test and Self- Assessment Procedures Relational Health	Z: Ch. 6 LAR: Ch. 7 <b>Z: Ch 6 Quiz</b>	2.F.4.i 2.F.4.e 2.F.7.e
3/14/19	Technology in Career Counseling Constructs, Meanings, & Application Job Search, Interviewing, Networking, Resumes	Z: Ch. 7 MIL: Ch. 6, 7, 8 <b>Z: Ch 7 Quiz</b>	2.F.4.c 2.F.4.h 2.F.5.e
<b>03/21/19</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	
3/28/19	Ethics in Career Counseling The Value of Your Work Spiritual Well-Being  Mid-Term Exam Review	Z: Ch. 8 MIL: Ch. 9 LAR: Ch. 8 <b>Z: Ch 8 Quiz</b> <b>Website Reviews Due 3/28</b>	2.F.4.c 2.F.4.d
04/04/19	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>	
4/11/19	Multicultural and Gender Issues in Career Counseling Entrepreneurs – Being the Boss Positive Self-Image	Z: Ch. 9, 10 MIL: Ch. 10 LAR: Ch. 9 <b>Z: Ch 9, 10 Quiz</b> <b>Personal Evaluation, Resume, &amp; Cover Letter Due 4/11</b>	2.F.4.a 2.F.4.e 2.F.4.h 2.F.4.i

04/18/19	Counseling Diverse Populations and Individuals with Disabilities Change & Opportunity Discover Your Destiny	Z: Ch. 11, 12 MIL: Ch. 11 LAR: Ch. 10 <b>Z: Ch 11, 12 Quiz</b>	2.F.4.c 2.F.4.f
4/25/19	Job Loss, Career Development, and Transitions of Working Adults Personal Responsibility and Empowerment	Z: Ch. 13, 14 LAR: Ch. 11 <b>Z: Ch 13, 14 Quiz</b>	2.F.3.i 2.F.4.j 2.F.4.f 2.F.4.g 2.F.4.h 5.F.2.k
5/2/19	Career Development in Elementary, Middle, High School and Beyond Teamwork Find the Work You Love	Z: Ch. 15, 16, 17 LAR: Ch. 12 MIL: Ch. 12 <b>Z: Ch 15, 16, 17 Quiz</b>  <b>Interview/Career Assessment / Treatment Plan Due 5/2</b>	2.F.4.f 2.F.4.g 5.F.2.j
5/9/18	Career Counseling Assessments (Post)  Final Exam Review		2.F.4.a
05/16/19	FINAL EXAM: 12-32PM	<b>Final Exam: 12-2 PM</b>	

### Selected Bibliography (CACREP 2.E)

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