



**COUN6332 Professional Issues in  
Marriage & Family Counseling  
New Orleans Baptist Theological Seminary  
Division of Counseling  
Spring 2023 – Hybrid- Mondays 8:00-11:50  
NOLA2U Live  
Jan.23, Feb.13, March 27, April 24**

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 Professor of Counseling  
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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.

**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 marriage and family counseling. The course will be presented as a hybrid, with a portion of the course being taught through Canvas 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.

**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.

**Signature Assignment**

Key Performance Indicator	Learning Experiences	Assessments
CACREP 2.F.2.c KPI 2.1 – Multicultural Awareness	MAKSS	As a Capstone Course, this assessment is included. The assessment will be given in session 3

KPI 9.1.3 – Professional Organization requirements & benefits	Post-test	Included in Canvas
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**Course Objectives**

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).	<i>Instruction</i> Canvas Discussion Boards Lecture Guest Speakers  <i>Readings:</i> EOC: Chapters 1-13  <i>Audio CDs:</i> Disks 1-10	Weekly Quizzes Final Exam - CPCE
2. Develop strategies for preparing for the CPCE, NCE, and applying for professional licensure. (2.F.1.g)	<i>Instruction</i> Canvas Discussion Boards Lecture Guest Speakers  <i>Reading:</i> ENC: Chapters 1, 2	Final Exam – CPCE Practice Licensure Application
3. Develop professional competencies related to applying and interviewing for counseling positions. (2.F.1.h)	<i>Instruction:</i> Lecture Canvas Discussion boards Guest Speakers  Reading: ENC: Chapters 9, 10 Audio CD: Part 1 (Disk 10)	Resume & Cover Letter Essay Assignment
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)	<i>Instruction:</i> Lecture Class Discussion Canvas Discussion board Group Work	Participation in class group work and discussion.  Portfolio – Reflection Paper

**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* (4<sup>th</sup> ed.). New York, NY: Routledge. ISBN 9780367673420

**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* (7<sup>th</sup> 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 Teaching Methodology**

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

**Course Requirements / Assignments**

Assignment / Requirements & Description	Percentage	Due Date
<p><b>Capstone Portfolio</b> – Each student will be expected to submit a portfolio Canvas that contains the following documents:</p> <p><b>A. Integration of Spirituality &amp; Marriage &amp; Family Counseling Essay</b>            Each student will compose an explanation of his or her personal rational and process for integrating biblical truth with evidence based counseling practices. Include a section on your anticipated response to a pastor who asks if the counseling you do is truly biblical, and a section on your anticipated response to a secular employer who asks if the counseling you do is really professional counseling. This document should be approximately 2 pages in length (single spaced).</p> <p><b>B. Syllabi</b> 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>See Course Schedule for Due Dates</p>

<p><b>C. Advocacy / Leadership In Marriage and Family Counseling Project Report Summary</b> students will be responsible increasing personal involvement in leadership or advocacy for the Marriage &amp; Family 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><b>D. Current Resume</b></p> <p><b>E. Reflection Paper</b> exploring</p> <ol style="list-style-type: none"> <li>1. how you have grown and changed throughout the counseling program</li> <li>2. plans following graduation</li> <li>3. identification of personal strengths and growing edges as an individual and a professional marriage and family counselor</li> <li>4. your role and responsibility as an advocate for the marriage &amp; family counseling profession, clients, couples, and individuals who have been marginalized.</li> </ol> <p><b>F. Book &amp; Journal Article List</b> – Provide a list of at least 15 books and five journal articles (peer reviewed) you consider to be the most essential or helpful in the field of Marriage &amp; Family Counseling. A minimum of five of these resources must be written by a minority author. Place an asterisk beside the books and articles you read.</p> <p><b>(All papers are to utilize APA form and style)</b></p>		
<p><b>Discussion &amp; Participation</b> – 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 Canvas. 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><b>Weekly Online Quizzes</b> – Each week students will take a quiz in Canvas 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><b>Final Exam</b> – 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

## Course Requirements

Reading, lecture, discussion, group study sessions, portfolio development, audio CDs, and Canvas will be employed in this courses of study. Students will prepare a Capstone Portfolio consisting of an integration of spirituality and marriage and family 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.

## Attendance Policy

**Hybrid Classes:** Students are expected to attend and participate in the class sessions. Because of the nature of the hybrid, students who miss more than four hours may receive a grade of “F” for the course.

**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 this syllabus.

Technical issues will not be considered a valid reason for missing a class session

## 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

## Evaluation of Grade

The student’s grade will be computed as follows:

Capstone Portfolio	30%
Discussion & Participation	10%
Weekly Online Quizzes	29%
Final Exam (CPCE)	31%

## 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](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 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 [Self-Serve](#). 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 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. 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.

**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. [Canvas.NOBTS.com](http://Canvas.NOBTS.com) Click on the "Help" button for technical questions/support requests regarding the NOBTS Canvas System. You can also email questions to [Canvas@nobts.edu](mailto:Canvas@nobts.edu).
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 assignment

### Course Schedule

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

Week #	Date	Topic	Assignment
1	Tues. Jan.17	Study Guides How to End Exam Worries	Thoroughly review the syllabus Enc. = Ch. 1, 2 Discussion Board
2	Mon., Jan.23	<b><i>In Class Meeting #1</i></b> - Advocacy & Practice Management Human Growth & Development	Enc. = Ch.3 ACD = Part 1 (Disk 2, 3) Discussion Board <b>Quiz #1</b>
3	Mon., Jan.30	Social & Cultural Diversity	Enc. = Ch. 4 ACD = Part 1 (Disk 3) Discussion Board <b>Quiz #2</b>
4	Mon., Feb.6	Counseling & Helping Relationships	Enc. = Ch. 5 ACD = Part 1 (Disk 4, 5, 6, 7) Discussion Board <b>Quiz #3</b>
5	Mon., Feb.13	<b><i>In Class Meeting #2</i></b> – Resume Writing & Interviewing Skills	<b>Assignment:</b> Prepare a current resume and suitable for applying for a counseling position
6	Mon., Feb.20	Group Counseling & Group Work	.Enc. = Ch. 6 ACD = Part 1 (Disk 7, 8) Discussion Board <b>Quiz #4</b>

7	Mon., Feb.27	Career Development	Enc. = Ch. 7 ACD = Part 1 (Disk 8, 9) Discussion Board <b>Quiz #5</b>
8	Mon., March 6	Assessment & Testing	Enc.= Ch. 8 ACD = Part 1 (Disk 9, 10) Discussion Board <b>Quiz #6</b>
9	Mon., March 13	<b>Spring Break</b>	
10	Mon., March 20	Research & Program Evaluation	Enc. = Ch. 9, 10 ACD = Part 1 (Disk 10) Discussion Board <b>Quiz #7</b>
11	Mon. March 27	<b>In Class Meeting #3</b> – Applying for Professional Licensure  CPCE Registration	<b>Assignment:</b> <ul style="list-style-type: none"> <li>- Bring organized records of your clinical training – including courses &amp; counseling hours (general, direct, group, individual, couple, and family).</li> <li>- Bring a list of syllabi you have loaded into Tevera for the graduate level counseling courses you have taken.</li> </ul> Review the PLPC requirements prior to attending class.
12	Mon. April 3	Professional Development & Ethical Practice	Enc. = Ch. 10 <b>Quiz #8</b>
13	Mon., April 10	Counseling Families, Diagnosis, Neuro-counseling and Advanced Concepts	Enc. = Ch. 11 ACD = Part 1 (Disk 10) <b>Quiz #9</b>
14	Mon., April 17	Overview & Graphical Representations	Enc. Ch. 12 & 13 Discussion Board <b>Quiz #10</b>

15	Mon., April 24	<b>In Class Meeting #4</b> – Integration of Spirituality & Counseling	<b>Assignment:</b>  <b>Integration of Spirituality &amp; Counseling Essay:</b> - 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.  <b>Advocacy Project Due</b>
16	Mon., May 1	<b>Study for CPCE</b>	<b>Portfolios Materials All Due</b>
		<b>CPCE – Final Exam</b>	

### 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* (6<sup>th</sup> ed.). New York, NY: Wiley.

Atkinson, D. R. (2003). *Counseling American minorities: A cross-cultural perspective* (6<sup>th</sup> 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* (5<sup>th</sup> 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* (10<sup>th</sup> 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* (7<sup>th</sup> 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.

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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.