



## Lifestyle Development & Career Counseling – PSYC5340 Church & Community Ministries Division

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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.*

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### **Purpose of 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.

### **Our Core Values**

The seminary has five core values. The focal core value for 2015-2016 is *Mission Focus*. This course supports the five core values of the seminary.

*Doctrinal Integrity:* Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the “Articles of Religious Belief” and the “Baptist Faith and Message 2000.”

*Spiritual Vitality:* We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

*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.

*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.

*Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value Focus for this academic year is *Mission Focus*.

### **Curriculum Competencies Addressed**

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 seven areas:

*Biblical Exposition:* To interpret and communicate the Bible accurately.

*Christian Theological Heritage:* To understand and interpret Christian theological heritage and Baptist polity for the church.

*Disciple Making:* To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

*Interpersonal Skills:* To perform pastoral care effectively, with skills in communication and conflict management.

*Servant Leadership:* To serve churches effectively through team ministry.

*Spiritual and Character Formation:* To provide moral leadership by modeling and mentoring Christian character and devotion.

*Worship Leadership:* To facilitate worship effectively.

The curriculum competencies addressed in this course are:

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.
5. *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.

## **Course Catalog 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.

## **Student Learning Outcomes**

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 certain 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.

## **Textbooks**

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 Requirements**

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.

## Course Assignment Evaluation Percentages

1. **Chapter Presentations:** Students are required to complete all assigned reading. Students will be expected to demonstrate that they have read all assigned material by participating actively in class discussions. Students will work in assigned groups to present one chapter summary from the Capuzzi & Stauffer book as an in-class presentation during the semester. Sign-up for these presentations will be in class.

2. **Interview / Career Assessment Report / Treatment Plan:**

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.

3. **Personal Evaluation/ Resume/ Cover Letter:**

Each student will conduct a personal evaluation, including the results of various vocational and other instruments assigned in class, and will produce a formal report of the evaluation. The evaluation and report will include 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.

4. **Review of the Witherington Text:**

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.

5. **Midterm and Final Exams:**

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

**Study Guides:** Students should not assume that a study guide, if one is given, is comprehensive to what will be on the exam.

Chapter Presentations	20%
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 Policies

### **Reading Assignments**

Students are required to read all assigned reading and expected to demonstrate through class discussion.

### **Professor's Policy on Late Assignments**

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 8 points per class period.

**Papers & Assignments:** All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points.

Assignments -- electronic submissions where approved -- will be turned in at or before the beginning of the class on the date they are due. Papers of assignments turned in after this time will be considered late. Assignments must be turned in to the professor. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval. All counseling students will write papers in accordance to standards set in the APA Publication Manual.

**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 and meet 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.*

### **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.

### **Help for Writing Papers at "The Write Stuff"**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> 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.

### **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.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/studentervices/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

### **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.

### **Blackboard and ITC Technical Support**

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- [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.)
- [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).

- [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
- [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

### **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.

### **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](#).

### **Web-based Course Reminder/Warning**

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

### **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.

## Course 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	Jan. 21	Introduction & Syllabus Career Definitions, Total Health	
	Jan. 28	History of Vocational Counseling, Total Health Models, Assessing Your Health	C&S: Ch. 1 MIL: Ch. 1 LAR: Ch. 1-2
2	Feb. 4	Theories of Career Counseling Part 1 Change, Balance, Time Management	C&S: Ch. 2 MIL: Ch. 2 LAR: Ch. 3
	Feb. 11	Career Counseling Theories Part 2 Biblical View of Work, Self-Care, Physical Well-Being	C&S: Ch. 3 MIL: Ch. 3 LAR: Ch. 4
3	Feb. 18	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 <b>Witherington Book Review Due</b>
	Feb. 25	Ethical Issues Reducing Stress, Anxiety, & Depression, Mental Well-being	C&S: Ch. 5 MIL: Ch. 5 LAR: Ch. 6
4	Mar. 3	Assessment and Appraisal	C&S: Ch. 6 LAR: Ch. 7
	Mar. 10	Technology in Career Counseling Constructs, Meanings, & Application Job Search, Interviewing, Networking, Resumes Mid-Term Exam Review	C&S: Ch. 7 MIL: Ch. 7
5	<del>Mar. 17</del>	SPRING BREAK – No Class Meeting	
	Mar. 24	MIDTERM EXAM	<b>Midterm Exam</b>
6	Mar. 31	Resumes Continued, Job Satisfaction, Job Stressors, Health Issues, Family Influence, Parental Influence Theories	C&S: Ch. 8 MIL: Ch. 8
	Apr. 7	Assessment of Interests, Needs, & Values Assessment of Ability, Other Career Inventories, Lifespan Theories, Decision- making Theories	C&S: Ch. 9 MIL: Ch. 9 LAR: Ch. 8 <b>Personal Evaluation, Resume, &amp; Cover Letter Due</b>

Unit	Date	Topic	Reading & Assignments
7	Apr. 14	Occupational Classification & Sources of Info., Finances, Salary & Other Financial Issues Spiritual Well-being, Theology of Work	C&S: Ch. 10 MIL: Ch. 10 LAR: Ch. 9
	Apr. 21	Lifespan Theories & Interventions, Youth & Young Adults, Career Counseling with Diverse Populations, Women and Multicultural Issues, Self-image and Body Image	C&S: Ch. 11, 12, 13 MIL: Ch. 11 LAR: Ch. 10
8	Apr. 28	Choice, Decision-making, Work Adjustments, Retirement, Economy, Unemployment, Personal Responsibility & Empowerment	C&S: Ch. 14, 16 LAR: Ch. 11 <b>Interview/Career Assessment / Treatment Plan Due</b>
	May 5	Don't Go It Alone: Accountability, Mentors, & Help Final Exam Review	C&S: Ch. 18 LAR: Ch. 12 MIL: Ch. 12
	May 12	FINAL EXAM: 1-3 PM	<b>Final Exam: 1-3 PM</b>

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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>
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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>
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