Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
COUC 725
COUNSELING RELIGIOUS CLIENTS

COURSE DESCRIPTION
Counseling issues and special needs of religious clients are discussed, including philosophical and value differences and ethical issues. Students are encouraged to review techniques and therapy styles for different religious groups.

RATIONALE
For too long a “faith gap” has existed between the consumers and the providers of mental health services. Increasingly, therapists of all kinds spend much of their time and energy serving a religious clientele—people who want their faith addressed and incorporated into their change program. Faith-based counselors, especially, should understand the unique challenges related to serving various theological camps and denominational groups, as well as be conversant about the key themes and issues that transcend religious groupings.

I. PREREQUISITES
   For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
   Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
   A. Computer with basic audio/video output equipment
   B. Internet access (broadband recommended)
   C. Microsoft Word
      (Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASUREABLE LEARNING OUTCOMES
   Upon successful completion of this course, the student will be able to:
   A. Identify core elements in the relationship between spirituality and health.
   B. Judge whether spiritual surrender represents a paradoxical path to control.
   C. Produce patterns of communication representing the role of spiritual and religious validation in the counseling process.
   D. Seek resolution of problems by applying forgiveness in broken relationships.
   E. Judge the value of the “placebo effect” as a means for evoking hope.
F. Share experiences and offer insights on the role of serenity in spiritual health.
G. Predict and evaluate the value of spiritual competency for MH professionals.
H. Produce demonstrations of cognitive-behavioral interventions with religious clients.
I. Judge the quality of interventions proposed in the literature for various denominational groups.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings

B. Course Requirements Checklist

After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board forums (7)

Read and complete all activities posted under each week’s module. Each Discussion Board requires an initial thread of at least 300-350 words and a reply to at least two other student’s initial threads, of at least 200-250 words per reply. Initial threads are due by 11:59 p.m. (ET) on Thursday and replies are due by 11:59 p.m. (ET) on Sunday of each module/week in which they are assigned.

D. Mid-class Paper

Students will develop a 6–7-page paper on one of the religious groups listed within the Big-five categories found in the text by Richards and Bergin. Then, students will be put into groups and will post his/her paper on their group’s Group Discussion Board page, where the group will then interact with each other’s papers. This paper is due by 11:59 p.m. (ET) on Wednesday of Module/Week 6.

E. Hypothetical Integration Plan

Students will research for and develop a 15-page Hypothetical Integration Plan paper (following 6th edition APA guidelines) by 11:59 p.m. (ET) on Wednesday of Module/Week 8.

VI. **COURSE GRADING AND POLICIES**

A. Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board forums (7 at 80 pts ea)</td>
<td>560</td>
</tr>
<tr>
<td>Mid-class Paper</td>
<td>190</td>
</tr>
<tr>
<td>Hypothetical Integration Plan</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

B. Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>940–1010</td>
</tr>
<tr>
<td>A-</td>
<td>920–939</td>
</tr>
<tr>
<td>B+</td>
<td>900–919</td>
</tr>
<tr>
<td>B</td>
<td>860–899</td>
</tr>
<tr>
<td>B-</td>
<td>840–859</td>
</tr>
<tr>
<td>C+</td>
<td>820–839</td>
</tr>
<tr>
<td>C</td>
<td>780–819</td>
</tr>
<tr>
<td>C-</td>
<td>760–779</td>
</tr>
<tr>
<td>D+</td>
<td>740–759</td>
</tr>
<tr>
<td>D</td>
<td>700–739</td>
</tr>
<tr>
<td>D-</td>
<td>680–699</td>
</tr>
<tr>
<td>F</td>
<td>679 and below</td>
</tr>
</tbody>
</table>
C. Policies
   1. Students will read and abide by appropriate guidelines regarding cheating and plagiarism found in the Student Expectations link found in Syllabus and Assignment Instructions.
   2. All assignments must be completed on time to receive a passing grade.
   3. Assignments are due according to the Course Schedule.

D. Late Assignment Policy
If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:
   1. Late assignments submitted within one week of the due date will receive a 10% deduction.
   2. Assignments submitted more than one week late will receive a 20% deduction.
   3. Assignments submitted two weeks late or after the final date of the class will not be accepted.
   4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Dual Relationship
The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

Limits of Confidentiality
In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

F. Disability Statement
Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport

VII. BIBLIOGRAPHY


# COURSE SCHEDULE

COUC 725


<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 articles</td>
<td>Course Requirements Checklist, Class Introductions, DB Forum 1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>1 article, 1 presentation</td>
<td>DB Forum 2</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>1 article, 1 presentation</td>
<td>DB Forum 3</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>Richards &amp; Bergin: chs. 3–9, Part II</td>
<td>DB Forum 4</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>Richards &amp; Bergin: chs. 10–12, Part III &amp; Part IV</td>
<td>DB Forum 5</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Read sections of Richards &amp; Bergin, appropriate journals and articles that relate to your group members’ papers.</td>
<td>Mid-class Paper</td>
<td>190</td>
</tr>
<tr>
<td>7</td>
<td>Richards &amp; Bergin: chs. 13 &amp; 14, 1 article</td>
<td>DB Forum 6</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Richards &amp; Bergin: chs. 15–18, 1 article</td>
<td>DB Forum 7, Hypothetical Integration Plan</td>
<td>80, 250</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

DB = Discussion Board

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.