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
MAAC 510
THEORIES OF COUNSELING

COURSE DESCRIPTION
This course provides in-depth exploration of selected theories of counseling and psychotherapy, including empirically supported treatment modalities. Through this course, students learn about the nature and process of therapy, and begin to learn how to conceptualize client presentations and select appropriate interventions while considering issues of diversity. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families.

RATIONALE
The purpose of this course is to provide an overview of the major counseling theories and practices as well as an opportunity for the student to apply these theories to his/her own personal life and other case study material. Emphasis will be placed upon enabling the student to develop a theoretical foundation upon which to base a counseling approach and to critique this approach against biblical standards.

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

II. REQUIRED RESOURCE PURCHASE
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 Office
D. Murdock textbook website
E. DVD player

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Evaluate prominent theories of counseling and psychotherapy for compatibility to biblical teachings (as measured by the Counseling Project and Exams).
B. Summarize the history and philosophy of the counseling theories, including significant factors and events that relate to the understanding of each theory (as measured by Exams).

C. Explain the strengths and limitations of each approach to counseling and psychotherapy as well as the tools and techniques utilized in each (as measured by the Clinical Team Group Discussion Board Forums and Exams).

D. Analyze clients’ situations, providing constructive direction to the counseling process (as measured by the Clinical Team Group Discussion Board Forums and the Counseling Project).

E. Cite basic research pertaining to various theoretical models (as measured by Exams).

F. Discuss his/her own tentative theoretical framework for counseling, based on the study of existing theories, biblical standards, and the examination of his/her own values, beliefs, behaviors, needs, and findings (as measured by the Counseling Project and Exams).

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes.

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

C. Classwide Discussion Board Forum
   Discussion boards are collaborative learning experiences. Therefore, the student will complete a Classwide Discussion Board Forum in which he/she will share with classmates what he/she found most interesting in studying the different counseling theories, which ones made the most sense to him/her and why, and how these theories can be applied in his/her professional pursuits. The thread must be 250–300 words. Replies to 2 other classmates of 100–150 words are required to further the interaction within the class. (MLO: A, D, F)

D. Clinical Team Group Discussion Board Forums (4)
   The student will participate in 4 collaborative Discussion Board Forums based on the counseling sessions in each module/week. For each forum, the student will be expected to discuss the ongoing counseling case within a small group. Each thread must be 250–300 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates’ threads. Note: responding to the instructor can be counted as 1 of the 2 required replies. Each reply must be 50–100 words. (MLO: A, D, F)

E. Counseling Project
   The Counseling Project is divided into 3 parts: the Case Summary and Presenting Problems and 2 Conceptualization and Treatment Plans. The student will develop a short case summary about a fictional character (a TV, movie, or historical
character is acceptable—but no cartoons or superheroes; this can also be a made-up character). This summary must be presented as if the fictional character is the client and the student is the therapist. The 2 Conceptualization and Treatment Plans are created using theories discussed throughout the course. Specific theories to choose from are detailed in the instructions found in Blackboard. (MLO: D)

F. Exams (3)

Three open-book/open-notes exams are required in this course. Each exam will have multiple-choice questions based on the assigned readings. Each exam has a 1-hour time limit to choose the correct answers. (MLO: A, B, C, E, F)

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Classwide Discussion Board Forum</td>
<td>50</td>
</tr>
<tr>
<td>Clinical Team Group Discussion Board Forums (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Counseling Project</td>
<td></td>
</tr>
<tr>
<td>Case Summary and Presenting Problems</td>
<td>100</td>
</tr>
<tr>
<td>Conceptualization and Treatment Plan 1</td>
<td>175</td>
</tr>
<tr>
<td>Conceptualization and Treatment Plan 2</td>
<td>175</td>
</tr>
<tr>
<td>Exam 1 (Modules 1–3)</td>
<td>100</td>
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<tr>
<td>Exam 2 (Modules 4–5)</td>
<td>100</td>
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<tr>
<td>Exam 3 (Modules 6–8)</td>
<td>100</td>
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</tbody>
</table>

Total 1010

B. Scale

D- = 680–699  F = 0–679

C. 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 course 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.

D. Tests/Exams
   1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
   2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

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 they relate 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.

F. 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.

G. Disability Assistance
   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.
## Course Schedule

**MAAC 510**

Textbooks:  

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jones &amp; Butman: ch. 1–2 Miller &amp; Rollnick: ch. 3 Murdock: chs. 1–2 3 presentations 1 case study 1 website <em>(Theories covered: Christian, Psychoanalysis)</em></td>
<td>Course Requirements Checklist Class Introductions Clinical Team Group DB Forum 1</td>
<td>10 0 50</td>
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<tr>
<td>2</td>
<td>Jones &amp; Butman: ch. 4 Miller &amp; Rollnick: chs. 1–3 Murdock: chs. 3–4 2 presentations 1 website <em>(Theories covered: Neoanalytic)</em></td>
<td>CP: Case Summary and Presenting Problems</td>
<td>100</td>
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<tr>
<td>3</td>
<td>Jones &amp; Butman: ch. 8 Murdock: chs. 7, 11 2 presentations 2 websites <em>(Theories covered: Gestalt, Reality)</em></td>
<td>Clinical Team Group DB Forum 2 Exam 1</td>
<td>50 100</td>
</tr>
<tr>
<td>4</td>
<td>Jones &amp; Butman: ch. 7, pp. 293–299 Miller &amp; Rollnick: chs. 4–6, 11 Murdock: chs. 5–6 2 presentations 1 website <em>(Theories covered: Person-centered, Existential)</em></td>
<td>CP: Conceptualization and Treatment Plan 1</td>
<td>175</td>
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<tr>
<td>5</td>
<td>Jones &amp; Butman: ch. 6 Murdock: chs. 9–10 2 presentations 1 case study 1 website <em>(Theories covered: REBT, Cognitive)</em></td>
<td>Clinical Team Group DB Forum 3 Exam 2</td>
<td>50 100</td>
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<tr>
<td>MODULE/WEEK</td>
<td>READING &amp; STUDY</td>
<td>ASSIGNMENTS</td>
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<td>6</td>
<td>Jones &amp; Butman: ch. 5&lt;br&gt;Miller &amp; Rollnick: ch. 15&lt;br&gt;Murdock: chs. 8, 14&lt;br&gt;2 presentations&lt;br&gt;1 website&lt;br&gt;<em>(Theories covered: Behavior, Solution-focused)</em></td>
<td>CP: Conceptualization and Treatment Plan 2</td>
<td>175</td>
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<td>7</td>
<td>Murdock: chs. 12, 15&lt;br&gt;2 presentations&lt;br&gt;1 case study&lt;br&gt;1 website&lt;br&gt;<em>(Theories covered: Feminist, Narrative)</em></td>
<td>Clinical Team Group DB Forum 4</td>
<td>50</td>
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<tr>
<td>8</td>
<td>Murdock: chs. 16–17&lt;br&gt;1 presentation&lt;br&gt;<em>(Theories covered: overview)</em></td>
<td>Class-wide DB Forum&lt;br&gt;Exam 3</td>
<td>50</td>
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</tbody>
</table>

**TOTAL** 1010

DB = Discussion Board  
CP = Counseling Project

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