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
COUN 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. Counseling theories provide the basis for the theoretical framework that guides one’s practice. However, the assimilation of theory into a theoretical orientation is more than an academic exercise. Counseling theories emanate from a philosophical foundation that influences therapeutic practice. This course is designed to help students gain the understanding and self-awareness needed to begin to develop their own theoretical orientation. Emphasis will be placed upon enabling students to develop a theoretical foundation upon which to base a counseling approach.

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. RECOMMENDED RESOURCE

IV. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office
D. DVD player

V. **Measurable Learning Outcomes**

This course is designed to meet the Department of Counselor Education and Family Studies Program Learning Outcomes 1–6. Students enrolled in clinical mental health counseling programs must demonstrate an understanding of counseling theories. Upon successful completion of this course, the student will be able to demonstrate required knowledge, skills, and professional development objectives pertaining to theory, including all of the following:

A. Demonstrate an understanding of the principles of a prescribed theoretical orientation to counseling. [Measured by Assignments B, C, D, E, F]

B. Recognize the importance of having a commanding knowledge and understanding of a specified theory in order to incorporate ethically relevant strategies and techniques of the theory in the practice of counseling. [Measured by Assignments B, C, D, E, F]

C. Evaluate prominent theories of counseling and psychotherapy for compatibility to biblical teachings. [Measured by Assignments B, C, D, E]

D. Recognize and critically evaluate distinct strategies and techniques consistent with the philosophical underpinnings of the prescribed theory as well as demonstrate effective application of the fundamental components of the counseling process in a prescribed theoretical orientation to counseling. [Measured by Assignments B, D, E]

E. Differentiate counseling strategies and techniques of the prescribed theory used in counseling individuals and groups. [Measured by Assignment B, C, D, E, F]

F. Compare and contrast diversity issues relating to the prescribed theory as well as delineate the application of appropriate counseling strategies and techniques relating to the prescribed theory with diverse populations using relevant counseling strategies and techniques. [Measured by Assignments B, C, D, E].

G. Integrate prescribed theoretical orientations to counseling into one’s unique counseling approach. [Measured by Assignments B, C, D, E]

**Course Objectives/Assessment Matrix:**

Upon successful completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Measurable Learning Outcomes</th>
<th>Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain: Knowledge</strong></td>
<td></td>
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<tr>
<td>Demonstrate an understanding of the major historical and contemporary theories and models of counseling</td>
<td>V. B, C, D, E, F</td>
</tr>
<tr>
<td>Recognize distinct strategies and techniques consistent with the philosophical underpinnings of the prescribed theory;</td>
<td>V. B, D, E</td>
</tr>
<tr>
<td>Differentiate counseling strategies and techniques of the prescribed theory used in counseling individuals and groups;</td>
<td>V. B, D, E</td>
</tr>
</tbody>
</table>
Compare and contrast diversity issues relating to the prescribed theory as well as using relevant counseling strategies and techniques with diverse populations.  

<table>
<thead>
<tr>
<th>Domain: Behavioral Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate effective application of the fundamental components of the counseling process in a prescribed theoretical orientation to counseling;</td>
</tr>
<tr>
<td>Critically evaluate and select counseling strategies and techniques consistent with the prescribed theory;</td>
</tr>
<tr>
<td>Delineate the application of appropriate counseling strategies and techniques relating to the prescribed theory with diverse populations.</td>
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<table>
<thead>
<tr>
<th>Domain: Professional Development</th>
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<tbody>
<tr>
<td>Begin to develop a personal model of counseling that is consistent with current professional research and practice in the field</td>
</tr>
<tr>
<td>Perceive the value of using various counseling strategies and techniques in practice.</td>
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<tr>
<td>Be receptive to diversity issues, as well as personal biases, when incorporating the prescribed theory into one’s professional practice;</td>
</tr>
</tbody>
</table>

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

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. Discussion Board Forums (5)

Discussion boards are collaborative learning experiences. Therefore, the student will participate in 4 Discussion Board Forums based on the counseling sessions in each module/week and 1 Final Discussion Board Forum based on studied counseling theories. For each forum, the student will be expected to discuss the ongoing counseling case. Each thread must be 250–300 words and demonstrate course-related knowledge. Each thread must include at least 2 references in current APA format. In addition to the thread, the student is required to reply to 2 other classmates’ threads. Each reply must be 100–150 words, and any material referenced must be in current APA format. (MLO: A, B, C, D, E, F, G)

D. 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: A, B, C, D, E, F, G)

E. Exams (3)

There are 3 open-book/open-notes exams required in this course. Each exam will have 25 multiple-choice questions based on the assigned readings. Each exam has a 1-hour time limit to choose the correct answers. (MLO: A, B, E)

VII. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Course Requirements Checklist</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Forums (5 at 50 pts ea)</td>
<td>250</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>
</tr>
<tr>
<td>Exam 2 (Modules 4–5)</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3 (Modules 6–8)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
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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

COUN 510


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Jones and Butman: chs. 1–2  
Murdock: chs. 1–2  
3 presentations  
1 PDF  
1 website  
*(Theories covered: Christian, Psychoanalysis)* | Course Requirements Checklist  
Class Introductions  
DB Forum 1 | 10  
0  
50 |
| 2           | Jones and Butman: ch. 4  
Murdock: chs. 3–4  
2 presentations  
1 website  
*(Theories covered: Neo-analytic, Individual)* | CP: Case Summary and Presenting Problems | 100 |
| 3           | Jones and Butman: ch. 8  
Murdock: chs. 7, 11  
2 presentations  
2 websites  
*(Theories covered: Gestalt, Reality)* | DB Forum 2  
Exam 1 | 50  
100 |
| 4           | Jones and Butman: ch. 7, pp. 293–299  
Murdock: chs. 5–6  
2 presentations  
*(Theories covered: Person-centered, Existential)* | CP: Conceptualization and Treatment Plan 1 | 175 |
| 5           | Jones and Butman: ch. 6  
Murdock: chs. 9–10  
2 presentations  
1 website  
*(Theories covered: REBT, Cognitive)* | DB Forum 3  
Exam 2 | 50  
100 |
| 6           | Jones and Butman: ch. 5  
Murdock: chs. 8, 14  
2 presentations  
*(Theories covered: Behavior, Solution-focused)* | CP: Conceptualization and Treatment Plan 2 | 175 |
<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 7           | Murdock: chs. 12, 15  
2 presentations  
1 PDF  
1 website  
*(Theories covered: Feminist, Narrative)* | DB Forum 4 | 50 |
| 8           | Murdock: chs. 16–17  
1 presentation  
*(Theories covered: overview)* | Final DB Forum  
Exam 3 | 50  
100 |

**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**.