

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 507

THEOLOGY AND SPIRITUALITY IN COUNSELING

COURSE DESCRIPTION

An examination of the content, comprehensiveness, and validity of several counseling theories that have been developed by prominent Christian counselors.

RATIONALE

Counselors may find assistance with the development of higher levels of competency when they understand the content of and identify the strengths and weaknesses of several well-known approaches to counseling proposed by Christian authors and practitioners.

I. PREREQUISITES

None.

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 or cable recommended)
- C. Microsoft Word and PowerPoint
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Evaluate the comprehensiveness of several approaches to Christian counseling.
- B. Discuss the content and strengths and weaknesses of some of the more prominent Christian counseling theories and approaches, including, but not limited to, those in the required texts.
- C. Demonstrate the ability to synthesize a personal theory of counseling that rests on a solid theological/psychological foundation.
- D. Articulate the contributions of psychology, theology, and spirituality to the development of a comprehensive model of Christian counseling.

- E. Appreciate and describe the value of multitasking for developing counselor competence.
- F. Understand and discuss the role of the following elements in the production of health and sickness in persons as it relates to biblical self-awareness and examination.
 - 1. Body
 - 2. Cognition
 - 3. Feelings
 - 4. Volition/Will
 - 5. Holy Spirit/human spirit
 - 6. Sin/flesh
 - 7. Temporal systems
 - 8. Supernatural systems
- G. Delineate the structural differences in the personalities of the regenerated and unregenerate.
- H. Understand and explain the difference between trying for change and training for change, delineate elements in the process of change.
- I. Appreciate and articulate the value of good theology for the development of mental health in Christians.
- J. Understand and discuss the role of authority and the Bible in the development of a Christian model of counseling.
- K. Demonstrate ability to respond flexibly to the offerings of various theologies.
- L. Explain the differences between eclecticism and metatheory.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Discussion Board Forums (4)

Students will engage in various types of Discussion Board Assignments to address questions posed throughout the course. Students will provide an initial thread (at least 250 words) by Thursday and at least two replies (at least 150 words each) to other posts by Sunday.

- C. Theory Critiques (6)

Students will critique six approaches to counseling spread throughout the course. These papers will be a maximum of 4 pages and will help students build information useful to the creation of their own Personal Counseling Theory Approach. Each critique will be written in APA format and submitted on or before Sunday of the week it is assigned

D. Personal Theory Paper Assignments

Students will complete a paper on their own comprehensive approach to counseling. This is a 10-12 page, APA formatted paper that will be submitted in Module/Week 8. In preparation to this final submission, the student will submit a title page, abstract and corresponding references in Module/Week 3 and a working outline of the final paper in Module/Week 5.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board Forums (1 at 5 pts & 3 at 65 pts ea)	200
Theory Critiques (6 at 100 pts ea)	600
Personal Theory Paper Assignments	
Title Page, Abstract, and Reference Page	25
Working Outline	25
Personal Theory Paper	150
Total	1000

B. Scale

A = 940–1000 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 679 and below

C. Late Assignment Policy:

Papers/projects:

1. 5% deduction per day.
2. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
3. Discussion boards:
 No Discussion Board posts accepted after DB has closed without prior permission of professor. Late posts will not be factored into DB grade.
 - a. If the professor grants students permission to submit posts after the DB has closed the following requirements apply:
 - b. 5% deduction per day.
 - c. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.

4. Professor may require alternate assignment if Discussion Board has closed. These assignments must be completed within terms of late policy. No assignment will be accepted seven (7) days after original due date.

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 5% will be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module. A 5 % deduction from the tests final grade will be assigned for each day the test is late.
3. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

D. 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 are responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do 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.

E. Limits of Confidentiality

In the event of a student's disclosure, either verbally, or in writing, of either 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 distance learning dean. The incident and action taken will become part of the student's permanent record.

F. 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.

COURSE SCHEDULE

COUN 507

Textbooks: Adams, *How to Help People Change* (1986).
 Anderson, *The Bondage Breaker* (2006).
 Backus & Chapain, *Telling Yourself the Truth* (2000).
 Cloud & Townsend, *Boundaries in Marriage* (2000).
 Crabb, *Effective Biblical Counseling: A Model for Helping Caring Christians Become Capable Counselors* (1986).
 Hart, *The Anxiety Cure* (2001).
 Wilson, *Hurt People Hurt People* (2001).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Crabb: chs. 1–2 3 presentations 4 sets of notes	Course Requirements Checklist Our Class Album Forum	0 5
2	Crabb: chs. 1, 3–9 3 presentations	Theory Critique: Crabb and Hawkins DB Forum 1	100 65
3	Adams: entire work Backus: entire work 3 presentations	Theory Critique: Adams and Backus Personal Theory Paper: Title Page, Abstract & Reference Page	100 25
4	Wilson: entire work 1 presentation	Theory Critique: Wilson DB Forum 2	100 65
5	Cloud: entire work 1 presentation	Theory Critique: Cloud and Townsend Personal Theory Paper: Working Outline	100 25
6	Anderson: entire work 2 presentations	Theory Critique: Anderson DB Forum 3	100 65
7	Hart: entire work 1 presentation	Theory Critique: Hart	100
8	2 presentations	Personal Theory Paper	150
TOTAL			1000

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.