

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 an intensive look at selected theories of counseling and psychotherapy. Theoretical and empirical foundations of individual, relational, & systemic approaches are examined. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, & families.

RATIONALE

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

I. PREREQUISITES

All undergraduate prerequisite requirements must be completed before beginning COUN 510.

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 Office
(Microsoft Office is available at a special discount to Liberty University students.)
- 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 Exams and Counseling Theory Paper).

- B. Summarize the history and philosophy of the counseling theories, including significant factors and events that relate to the assertions of each theory. (As measured by Exams).
- C. Explain the strengths and limitations of each approach as well as the tools and techniques utilized in each. (As measured by Exams and Clinical Team Group Discussion Board).
- D. Analyze clients' situations, providing constructive direction to the counseling process. (As measured by Counseling Project and Clinical Team Group Discussion Board).
- 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 Exams and Counseling Theory Paper).

V. COURSE REQUIREMENTS AND ASSIGNMENTS

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

The student will participate in 4 Discussion Board Forums based on the counseling sessions in each module/week. For each forum, the student will be expected to discuss the on ongoing counseling case within a small group. Initial threads, the student's response to the topic of the forums, are to be 250–300 words each. A reply to another classmate is required to further the interaction within the class. Initial threads are due on Thursday and the reply is due on Sunday of the module/week assigned. (In fulfillment of Learning Outcomes C and D).

- C. Counseling Project:

The Counseling Project is divided into 3 parts: the Case Summary, and 2 Conceptualization and Treatment Plans. The student is to develop a short Case Summary about a fictional character (a TV, movie, or historical character is acceptable—but no cartoons or superheroes!). This summary should be presented with the fictional character as the client, and as if he/she 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 Blackboard. The Case Summary is due by 11:59 p.m. (ET) on Sunday of Module/Week 2; Conceptualization and Treatment Plan 1 is due by 11:59 p.m. (ET) on Sunday of Module/Week 4; Conceptualization and Treatment Plan 2 is due by 11:59 p.m. (ET) on Sunday of Module/Week 6. (In fulfillment of Learning Outcome D).

D. Counseling Theory Paper:

Using the Jones and Butman textbook, the student will develop a counseling theory that supports biblical standards. This 8–10 page, APA-formatted paper will help students understand the importance of applying a Christian worldview to secular counseling settings. A list of 6 required topics for the paper is available in Blackboard. In addition to turning this paper in through SafeAssign, the student will submit their papers through a thread in a designated forum on the Discussion Board. The student is also required to critique 2 classmates' abstracts. The Counseling Theory Paper is due by 11:59 p.m. (ET) on Sunday of Module/Week 7. (In fulfillment of Learning Outcomes A and F).

E. Exams (3):

Three open-book/open-notes exams are required in this class. Each exam will have multiple choice and essay questions based on the assigned readings. Each exam allows 90 minutes to choose the correct answers. Per department policy 5 points will be deducted from your exam grade for each minute that you exceed the stated time limit. (In fulfillment of Learning Outcomes A, B, C, E, and F).

VI. COURSE GRADING AND POLICIES

A. Points

| | |
|--|-------------|
| Group Discussion Board forums (4 at 50 ea) | 200 |
| Counseling Project | |
| Case Summary | 50 |
| Conceptualization and Treatment Plan 1 | 200 |
| Conceptualization and Treatment Plan 2 | 200 |
| Counseling Theory Paper | 200 |
| Exam 1 (Modules 1–3) | 50 |
| Exam 2 (Modules 4–5) | 50 |
| Exam 3 (Modules 6–8) | 50 |
| 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. Instructors will answer most emails within 24–48 hours. Feedback will be provided for both Conceptualization and Treatment Plans and the Counseling Theory Paper.

D. Late Assignment Policy (Note: below only applies to work done BEFORE the end of the class, not after the official end date of the class!):

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:
 - 5% deduction per day.
 - 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.
 - 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.

E. 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.

F. Dual Relationship

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

G. 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.

H. Correspondence

Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as "flaming" or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allow them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.

I. 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 510

Textbooks: Jones and Butman, *Modern Psychotherapies* (2011).
Murdock, *Theories of Counseling Psychotherapy* (2009).

| WEEK/ MODULE | READING & STUDY | ASSIGNMENTS | POINTS |
|-------------------------|--|--|---------------|
| 1 | Jones and Butman: chs. 1–2 Murdock: chs. 1–2 Case Study: Case Summary of Helen 4 presentations | Course Requirements Checklist Class Introductions Clinical Team Group DB Forum 1 | 0 0 50 |
| 2 | Jones and Butman: ch. 4 Murdock: chs. 3–4 2 presentations 1 website | CP: Case Summary | 50 |
| 3 | Jones and Butman: ch. 8 Murdock: chs. 7, 11 3 presentations 1 website | Clinical Team Group DB Forum 2 Exam 1 | 50 50 |
| 4 | Jones and Butman: ch. 7 and pp. 293-299 Murdock: chs. 5–6 2 presentations | CP: Conceptualization and Treatment Plan 1 | 200 |
| 5 | Jones and Butman: ch. 6 Murdock: chs. 9–10 Case Study: Helen’s Dysfunctional Thought Record 3 presentations | Clinical Team Group DB Forum 3 Exam 2 | 50 50 |
| 6 | Jones and Butman: ch. 5 Murdock: chs. 8 and 14 2 presentations | CP: Conceptualization and Treatment Plan 2 | 200 |
| 7 | Murdock: chs. 12, 15 Case Study: Jim’s Letter to Helen 3 presentations | Clinical Team Group DB Forum 4 Counseling Theory Paper | 50 200 |
| 8 | Murdock: ch. 16 1 presentation | Exam 3 | 50 |
| TOTAL | | | 1000 |

DB = Discussion Board

CP: Counseling Project

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.