

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

EDCO 826

GROWTH & DEVELOPMENT OF THE PASTORAL COUNSELOR

[DISCLAIMER: THIS SYLLABUS' TEMPLATE IS SUBJECT TO CHANGE. A FINAL DRAFT WILL BE RELEASED IN WEEK ZERO.]

COURSE DESCRIPTION

Drawing upon Master's level study of the person in life and ministry, additional factors are explored to develop an Evangelical Christian growth and development strategy for the doctoral level pastoral counselor. Research and assessment provide the foundation for this course as participants develop an understanding of their primary and functional purpose in ministry's highly relational network.

RATIONALE

Ministry's highly relational network presents a myriad of challenges for today's people helpers, especially church counselors. Pertinent research suggests efficient and effective people-helping engagement requires informed self-awareness and research-based preventative-care strategies to be employed under the influence of a well-defined primary and functional relational purpose. This course provides students with pertinent material to develop a paradigm and process to flourish in the pursuit of growing in favor with God and others.

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. Webex, Skype for Business, Jing, and Office Mix (free for all Liberty University students):
 - How to join a Webex meeting:
<http://www.liberty.edu/ittemp/index.cfm?PID=30889>
 - How to install Skype for Business through Office 365:

<http://www.liberty.edu/ittemp/index.cfm?PID=30889>

- E. Jing by TechSmith: <https://www.techsmith.com/jing.html>
- F. Office Mix add-in for MS Power Point: <https://mix.office.com/en-us/Home>

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Employ appropriate technology, meaningful interaction, and content from the readings, lectures and pertinent research according to current APA guidelines to support a collaborative, cumulative learning process.
- B. Articulate his/her primary and functional purpose in life.
- C. Define words/phrases used in his/her Evangelical Christian, research-based definition of growing in favor with God and others.
- D. Discuss essential resources for growing in favor with God and others.
- E. Compare his/her experience and/or current approach to growth and development with his/her Evangelical Christian, research-based definition of growing in favor with God and others.
- F. Evaluate his/her relational style in service to the development and management of his/her primary and functional purpose in life.
- G. Apply truths, insights, and techniques gleaned from assigned readings, assessments, lectures, meaningful interaction, and pertinent research to a personal growth and development strategy within a specific relational context.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, self-administered assessments (3) and lecture presentations/notes
- B. Course Requirements Checklist
After reading Course Guides, the student will complete the related checklist found in Module/Week 1.
- C. Research-based interactive forums are employed to resource the collaborative, cumulative learning experience:
 - Question & Answer Center (QAC) forum.

Three student self-reports are assessed through posts in the Question & Answer Center: 1) subscription to QAC, 2) completion of a self-narrated Class Introduction (via Jing, Office Mix, or other audio/video software), and 3) completion of 3 self-administered assessments. Specific instructions are provided in the Question and Answer Center and Class Introduction forums of the course. See Course Schedule for due dates.
 - Subject Matter Conversations (3).

Subject Matter Conversations (SMC) are meaningfully developed through Webex or Skype for Business forums. For example, as part of the collaborative, cumulative learning process, the first of 3 SMCs (e.g., Week/Module 1, Tuesday 8:00 p.m. ET) will focus on getting acquainted and acclimated. The second of 3 SMCs (e.g., Week/Module 4, Tuesday 8:00 p.m. ET) will focus on assessment interpretations (e.g., Adjective Checklist Test). The last SMC (e.g., Week/Module 6, Tuesday 8:00 p.m. ET) will focus on current and/or classic self-care/resiliency literature. Students present an annotated bibliography highlighting the role of helpful physical, psychological, spiritual, and relational influences which foster higher levels of resiliency. Specific instructions for the last SMC will be provided in Assignment Instructions.

In the event a Subject Matter Conversation is missed due to extenuating circumstances or technical issues, the SMC will be assessed via QAC through a substantive response to the recorded SMC. Specific instructions are provided in the assignment folder of the course. Review dress code expectation—Syllabus VI. F. Dress Code. See Course Schedule for dates and times.

D. Content Building Forum (4).

Due to the nature of these collaborative, cumulative research-based forums, assignment expectations create a “paper-like feel” (i.e. more is expected than in typical discussion based forums). The student will write a research-based thread in response to prompts in each forum. Each thread must be at least 600 words and noticeably integrate course-related knowledge. In the same week/module, the student will write a research-based reply to 1 other classmate’s threads. Each reply must noticeably integrate course related knowledge and be at least 250 words. Since these forums inform the cumulative learning experience, thoughtful integration of insights must be noticeably supported from the readings and/or assessments, pertinent research, and when appropriate, the Bible. Current APA citations and References should be used in each post. All posts must be written with clarity and conciseness, without spelling and grammar errors, and adhere to content-building forum instructions and rubric. Specific instructions are provided in the assignment folder of the course. See Course Schedule for due dates.

E. Practical Book Reviews (2)

The student will write 2 book reviews to resource the cumulative learning process. Practical Book Review 1 will solely address the Ortberg text and Practical Book Review 2—Issler text. The body of each review must be at least 5 pages. Specific instructions are provided in the assignment folder of the course. See Course Schedule for due dates.

F. Bounce Journal (Parts 1-3)

In service to the development of a preventative self-care strategy, the student will write a journal with a 3 part submission (i.e., 1 journal entry per submission, at least 2 pages) from *Bounce: Living the Resilient Life*. Specific instructions are provided in the assignment folder of the course. See Course Schedule for due dates.

G. Bounce-Forward Final Project

In service to growing in favor with God in a predetermined relational context, the student will integrate pertinent insights from all readings, assessments, lectures, and subject matter conversations. An evolving structure (i.e., annotated outline via Microsoft Office doc./docx. document, at least 10 pages) will guide its future application. Central to the development of relational forward progress, a predetermined rational meaningful detachment (e.g., a hobby) will be strategically applied in the action phase. Specific instructions are provided in the assignment folder of the course. See Course Schedule for due dates.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Question and Answer Center Posts (3 @ 5, 10, 45 pts ea)	60
Subject Matter Conversations (3 @ 25, 50, 75)	150
Content Building Forum (4 @ 100 pts ea)	400
Practical Book Reviews (2 @ 100 pts ea)	200
Bounce Journal (3 entries @ 30 pts ea)	90
Bounce-Forward Final Project	100
Total	1010

B. Scale

A = 940–1010 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 = 0679

C. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes concerning Honor Code and FN Policies for reporting.

D. Drop/Add Policies

The student is obliged to follow the drop/add policies identified in the graduate catalog.

E. Dress Code

Students are expected to maintain a neat, casual appearance while in class, even in the Subject Matter Conversations. Consult your department for additional guidelines.

F. Subject Matter Conversation Policies

The use of cell phones is provisional; sound must be in vibrate mode. The student may use a computer/tablet for taking notes during class. Surfing the web, social networking, or any other activity that distracts the student from the subject matter conversation (in the opinion of the instructor) may result in deductions. Ear buds should be used during forums to reduce unpleasant audio feedback.

G. Student Conduct Policy

The student is expected to conduct himself/herself in a godly and civil manner when addressing the instructor or other students. Healthy discussion is expected and encouraged, however, at no time will personal attacks be tolerated.

H. Written Communications

Students are expected to communicate in a professional manner at all times with classmates, faculty, or LU employees. Because writing is a limited form of communication, it is more easily misinterpreted than face-to-face. Therefore, written communications should be courteous and well thought-out to avoid offense. If any offense is perceived, the offender should be alerted first and privately by the offended. Reconciliation is the goal, but if it does not happen, the offended may then involve the instructor. The Question & Answer Center will be used for course related matters. The student's "@liberty.edu" email account will be used for all personal communications.

I. 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.

J. 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.

K. 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.

VII. RECOMMENDED RESOURCES

- Balswick, J. O., King, P. E., & Reimer, K. S. (2016). *The reciprocating self: Human development in theological perspective*, (2ed). Downers Grove, IL: IVP Academic. [ISBN: 978-0-8308-5143-0]
- Bradberry, T., and Greaves, J. (2009). *Emotional intelligence 2.0*. San Diego, CA: Talent Smart. [ISBN: 978-0974320625. Purchase new to receive a live assessment code]
- Burns, B, Chapman, T. D., & Guthrie, D. C. (2013). *Resilient ministry: What pastors told us about surviving and thriving*. Downers Grove, IL: IVP Press. [ISBN: 978-0-8308-4103-5]
- Chandler, D. J. (2014). *Christian spiritual formation: An integrated approach for personal and relational wholeness*. Downers Grove, IL: IVP Academic. [ISBN: 978-0-8308-4042-7]
- Epperly, B. (2014). *A center in the cyclone: Twenty-first century self-care*. Lanham, MD: Rowman & Littlefield. [ISBN: 978-1-56699-713-3]
- Hess, V. E., and Arnold, L. M. ((2012). *The life of the body: Physical well-being and spiritual formation*. Downers Grove, IL: InterVarsity Press. [ISBN: 978-0-8308-3571-3]
- Hughes, S. (2001). *Christ empowered living*. Nashville, TN: Broadman & Holman Publishers. [ISBN: 0-8054-2450-4]
- Lawrenz, M. (2012). *Spiritual influence: The hidden power behind leadership*. Grand Rapids, MI: Zondervan. [ISBN: 978-0310492702]
- Oswald, R. M. (1995). *Clergy self-care: Finding a balance for effective ministry*. Lanham, MR: Rowman & Littlefield Publishers. [ISBN: 1566990440]
- Rosenberg, M. (2016). *The chameleon: Life-changing wisdom for anyone who has a personality or knows someone who does*. Marlton, NJ: Take Flight Media. [ISBN: 978-0-9964110-0-4]

***COURSE SCHEDULE

EDCO 826 Growth and Development of the Pastoral Counselor

Textbooks: Issler, *Living into the life of Jesus* (2012).
Ortberg, *The me I want to be* (2014).
Pettit, *The foundations of spiritual formation* (2008).
Rosenberg & Silvert, *Taking flight* (2015).
Wicks, *Bounce living the resilient life* (2010).

Self-Administered Assessments:

DISC assessment/Taking Flight code
Adjective Checklist assessment/Collins BeMIS code
Emotional Intelligence (EI) free quiz

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Weekly SnapShot PPT. 1 presentation Pettit: Forward, chs. 1,2,4-10 Ortberg - entire 1 article (Being & Becoming)	Course Requirements Checklist **Subject Matter Conversation 1 Question & Answer Center (self-report of subscription & narrated introduction by Wednesday)	10 25 *15
2	Weekly SnapShot PPT. 1 presentation 1 website: Ask the Counselor 1 article (Embodied Cognition)	CBF 1: Thread/Fri; Reply/Sun Practical Book Review 1 - Ortberg	100 100
3	Weekly SnapShot PPT. Issler 1 presentations	Self-Administer 3 Assessments by Friday & QAC self-report of assessments completion by Sunday Practical Book Review 2 - Issler	*45 100
4	Weekly SnapShot PPT. Rosenberg & Silvert: Review Wicks: chs. 1-3 (pp. 3-71) Review: Pettit, Ortberg, Issler Lecture Notes	**Subject Matter Conversation 2 CBF 2: Thread/Fri; Reply/Sun Bounce Journal: Part 1 by Sunday	50 100 30
5	Weekly SnapShot PPT. Wicks: chs. 4-6 (pp. 73-161) Review Course Material	CBF 3: Thread/Fri; Reply/Sun Bounce Journal: Part 2 by Sunday	100 30
6	Weekly SnapShot PPT. Wicks: chs. 7-9 (pp. 163-191) 2 presentations	**Subject Matter Conversation 3 Bounce Journal: Part 3 by Sunday	75 30

7	Weekly SnapShot Ppt. 3 presentations 1 website: Serious Leisure	CBF 4: Thread/Fri; Reply/Sun	100
8	Weekly SnapShot Ppt.	Bounce-Forward Final Project by Friday	100
TOTAL			1010

CBF: Content Building Forum

QAC = Question & Answer Center

*Assignment part of a larger assignment (i.e., Question & Answer Center self-reports)

**Subject Matter Conversations (3 @ Tuesdays 8:00 p.m. ET via Webex, Skype, or recorded link)

***Disclaimer: Course Schedule is subject to change. A final draft will be released in Week Zero

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**.