

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 831

INDIVIDUAL & FAMILY ISSUES IN PASTORAL COUNSELING

COURSE DESCRIPTION

Examining the various factors that hinder and destroy the family, this course provides an in-depth study of the issues encountered in pastoral counseling. Areas of discussion and examination include common mental health disorders, as well as issues that impact both the individual and family including family composition such as blended families, childbirth, parenting, and additional pertinent topics throughout the lifespan.

RATIONALE

With the world of the pastoral counselor changing with ever-increasing frequency, it is important that the student stay up-to-date with contemporary issues in society. The focus of this course is on how the meaning of “family” is changing and how the individual fits into this new paradigm. This knowledge will better prepare the pastoral counselor to face these issues as they are presented to and in the church, as well as to help them form a biblical response to these new challenges.

I. PREREQUISITES

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

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. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Analyze and discuss the various forms society claims makes a family, and what those stresses are.
- B. Demonstrate the appropriate awareness related to the unique cultures that the modern church is faced with, including spirituality, sexuality, gender issues, ethnicity, and values.
- C. Evaluate contemporary topics and issues pertinent to pastoral counseling by discussing current research and addressing societal understanding as it relates to meeting the needs of a modern-day congregation.
- D. Apply a biblical basis for marriage and families, and research what God defined as to what marriage is in His eyes and why the strength of the family is key to a strong church.

V. 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. Class-Wide Discussion Board Forums (4)
Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to at least 3 other classmates' threads during the same week. Each reply must be 100–200 words. Discussion boards 1, 2, and 3 are worth 80 points. Discussion board 4 is worth 60 points.
- D. Research Paper
The student will write a 12–15-page research-based paper in current APA format that focuses on the student's choice of a current issue affecting pastoral counseling. The paper must include at least 10 references in addition to the course textbooks and the Bible. Students need to follow the paper instructions very carefully.
- E. Case Studies (2)
The student will write 2 case study papers that are 4–6 pages each and in current APA format. One case study will be on the family, and the other one on marriage. Both will be based on working with a family and also a couple in a church. The paper must include 3–4 references in addition to the course textbooks and the Bible.

F. Quizzes (8)

Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes, contain 12–16 multiple-choice and true/false questions, and have a 30-minute time limit.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Class-Wide DB Forums (3 at 80 pts ea; 1 at 60 pts)	300
Research Paper	150
Case Studies (2 at 125 pts ea)	250
Quizzes (7 at 36 pts ea and 1 at 48 pts)	300
Total	1010

B. Scale

A = 960–1010 A- = 940–959 B+ = 920–939 B = 900–919 B- = 880–899
 C+ = 860–879 C = 840–859 C- = 820–839 D+ = 800–819 D = 780–799 D- = 760–779 F = 0–759

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. Student Conduct Policy

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

F. Communications

Students are expected to communicate in a professional manner at all times with classmates, faculty, or Liberty University 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. Reconciliation is the goal, but if it does not happen, the offended may then involve the instructor. Personal messages are not appropriate for posting in Blackboard. The student's Liberty email account will be used for all email communications. Announcements from the instructor or University may be posted in Blackboard.

G. Dual Relationships

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.

H. 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 distance learning dean. The incident and action taken will become part of the student's permanent record.

I. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDCO 831

Textbooks: Köstenberger & Jones, *God, Marriage, and Family* (2010).

Stone, *Brief Pastoral Counseling: Short-Term Approaches and Strategies* (1994).

Worthington & Ripley, *Couple Therapy: A New Hope-Focused Approach* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Köstenberger & Jones: chs. 2–3, 8–9 1 presentation	Course Requirements Checklist Introduction DB Quiz 1	10 0 36
2	Köstenberger & Jones: chs. 5–7, 13 1 presentation	DB 1 Initial Post(F) DB 1 Replies(S) Quiz 2	50 30 36
3	Köstenberger & Jones: chs. 1, 4, 10– 11 1 presentation	Research Paper Quiz 3	150 36
4	Stone: Introduction Worthington & Ripley: chs. 1–4 1 presentation	DB 2 Initial Post(F) DB 2 Replies(S) Quiz 4	50 30 36
5	Stone: chs. 1–3 Worthington & Ripley: chs. 5–7 1 presentation	Case Study 1 Quiz 5	125 36
6	Stone: ch. 4 Worthington & Ripley: chs. 17–22 1 presentation	DB 3 Initial Post(F) DB 3 Replies(S) Quiz 6	50 30 36
7	Stone: ch. 5 Worthington & Ripley: chs. 23–27 1 presentation	Case Study 2 Quiz 7	125 36
8	Stone: Conclusion Worthington & Ripley: chs. 28–30 1 presentation	DB 4 Initial Post and Reply(F) Quiz 8	60 48
TOTAL			1010

DB = Discussion Board-Thread due on Friday; Post Replies on Sunday. Week 8, Thread due on Wednesday; Reply due on Friday, the last day of class.

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**.