

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 715

APPLIED COUNSELING THEORIES

COURSE DESCRIPTION

A review, examination, and critique of counseling research, concepts and theory constructs with application in various community settings and populations.

RATIONALE

As a basis for their work in the human services field, counselors and community care workers must demonstrate a thorough understanding of counseling theories and treatment strategies in the care of their clients. Applying such strategies within a Christian worldview framework permits a holistic approach that addresses the emotional, psychosocial, and spiritual dimensions of the client.

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 and video capabilities
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to LU students.)
- D. American Psychological Association. *Publication manual of the American Psychological Association* (Current ed). Washington, DC: Author.

IV. MEASURABLE LEARNING OUTCOMES

Course Learning Outcomes

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

- A. Evaluate major and emerging counseling theories in regards to their strengths, weaknesses, and empirical support

- B. Conceptualize cases from a variety of different counseling theoretical perspectives.
- C. Apply multiple counseling theories in the development of interventions with diverse client populations
- D. Analyze counseling theories from a Christian worldview framework
- E. Develop a counseling theory that utilizes a biblical worldview with meaningful application
- F. Synthesize various counseling theories into an initial personal counseling theoretical model.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. COURSE REQUIREMENT CHECKLIST

B. CLASS INTRODUCTION

In Week 1, you will create a brief personal biography introducing yourself to me and to the rest of the class. This brief biography can be a video or written post. It may include some of the following (this is not an exhaustive list, be creative!): Your current job, cultural/family background, hobbies, and a recent picture. Share only what you are comfortable with and feel free to add any other details that you wish.

- C. Textbook readings, articles, and lecture presentations/notes. The student is responsible for all materials included in this course.

D. Optional Live Discussion Forums (LDF) (1)

An optional Live Discussion Forums via WebEx takes place in Week 2. The LDF will focus on review of the syllabus, questions over the assignments, and clarification of the instructor's online office hour availability. The LDF is optional so you will get credit for the assignment if you choose not to attend.

(The LDF assignment or online alternative partially meets course learning outcomes A,B, & F).

E. Discussion Boards

Three discussion boards will explore therapy demonstrations of various models of counseling. Original posts will be developed in response to the provided prompt on Tuesday of the assigned week. This can be a **video, narrated PowerPoint, Videoscribe, written post, etc.** (See guidelines in Blackboard). You will develop responses to students who post on your thread and replies to two other students' original posts over a three day period, ending on Sunday of the assigned week. See guidelines and the rubric in the Assignment Instructions tab in Blackboard.

(The Discussion Boards meet learning outcomes A-D)

F. Contemporary Theory Presentation/Creative Project

With the course instructor's assistance, students will form groups and collaboratively research, evaluate, and present a contemporary counseling theory. The group may develop a PowerPoint presentation; however, it may also utilize an Adobe creative suite software, making a video, narrated PowerPoint, group-developed web page, etc. as an alternative to a PowerPoint presentation. Students will interact with other groups around their projects as part of the assignment.

(The Contemporary Theory Presentation meets course learning outcomes A-D)

G. Personal Counseling Theory Paper/Creative Project

The student will combine class resources and additional outside research (ten additional sources) to develop a 15-20 page paper (not including title page, abstract, and references) describing their emerging "working theory" of counseling. Alternatively, the student will develop a creative project utilizing an Adobe suite software or other software. The project will address similar content. The student should contact the instructor and present the idea when choosing this option for clarification of expectations.

(The Counseling Theory Paper meets course learning outcomes A-F)

H. Quizzes (2)

Each quiz will cover the Reading & Study material for the assigned modules/weeks. Each quiz will be open-book/open-notes, contain 80 multiple-choice True-False questions, and have a 2 hour and 40 minute time limit.

(The quizzes will meet course learning outcomes A, B, and D)

VI. COURSE GRADING

A. Points

Assignment		Points
Course Requirement Checklist		10
Optional Live Discussion Forum		20
Discussion Boards (3 @ 80 pts each)		240
Contemporary Theory Group Project Check-In (week 3)		28
Contemporary Theory Presentation/Creative Project		250 (210 for project & 40 for interactions with other groups)
Personal Counseling Theory Paper/Creative Project		240
Quiz 1	(Weeks 1-4)	111
Quiz 2	(Weeks 5-7)	111

Total Points	1010 pts.
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B. Scale

940–1010	A
920–939	A-
900–919	B+
860–899	B
840–859	B-
820–839	C+
780–819	C
760–779	C-
740–759	D+
700–739	D
680–699	D-
0–679	F

VII. COURSE POLICIES**A. 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.

B. Drop/Add Policies

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

C. 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.

D. 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. 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.

E. 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.

F. 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.

G. Disability Assistance

Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in Green Hall 2668 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (Green Hall 2700) is the officially designated place for all tests administered outside of the regular classroom.

Online 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

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Textbooks:

Seligman, L., & Reichenberg, L. (2014). *Theories of counseling and psychotherapy: Systems, strategies, 4th Edition*. Pearson Education: Boston. 539 pages. ISBN: 9780132851701

Tan, S-Y (2011). *Counseling and psychotherapy: A Christian perspective*. Baker Academic: Grand Rapids, MI. 494 pages. ISBN-13: 9780801029660

Ebooks: The following 4 ebooks are also required and may be purchased through MBS..

Edwards, K., & Davis, E. (2013). *Evidence-based principles from psychodynamic and process-experiential psychotherapies*. [Ebook] In J. Aten, E. Johnson, E. Worthigton, & J. Hook's (Eds.), *Evidence-Based Practices for Christian Counseling and Psychotherapy*. Pp. 122-145. Downers Grove, IL: Intervarsity Academic Press. ISBN: 978-0-8308-8209-0

Garzon, F.L. (2013). *Christian devotional meditation for anxiety*. [Ebook] In J. Aten, E. Johnson, E. Worthigton, & J. Hook's (Eds.), *Evidence-Based Practices for Christian Counseling and Psychotherapy*. Pp. 59-76. Downers Grove, IL: Intervarsity Academic Press. ISBN: 978-0-8308-8210-6

Kim-Van Daalen, L., & Johnson, E. (2013). *Transformation through Christian emotion-focused therapy*. [Ebook] In D. Appleby & G. Ohlschlager's *Transformative Encounters: The Intervention of God in Counseling and Pastoral Care*. Pp. 168-182. Downers Grove, IL: Intervarsity Academic Press. ISBN: 978-0-8308-8211-3

Ohlschlager, G. (2013). *Praying the Scriptures within cognitive/behavioral/systems therapy*. [Ebook] In D. Appleby & G. Ohlschlager's *Transformative Encounters: The Intervention of God in Counseling and Pastoral Care*. Pp. 227-259. Downers Grove, IL: Intervarsity Academic Press. ISBN: 978-0-8308-8212-0

Lessons subject to change at the course instructor's discretion.

Module	Lesson	Assignment	Points
1	Reading & Study: S & R ch. 1-3 Tan ch. 1-4 4 narrated PowerPoints	Course Requirements Checklist Introductions Discussion Board	10 0

2	<p>Reading & Study:</p> <p>S & R ch. 4-6</p> <p>Tan ch. 5-6</p> <p>2 articles</p> <p>7 videos</p> <p>4 narrated PowerPoints</p>	<p>Optional Live Discussion Forum</p> <p>Discussion Board 1</p> <p>Submission of top four theories for the Contemporary Theory Group Presentation</p>	<p>20</p> <p>80</p> <p>20</p>
3	<p>Reading & Study:</p> <p>S & R ch. 7-8, 10-11</p> <p>Tan ch. 8-9</p> <p>Edwards & Davis (2013)</p> <p>1 video</p> <p>4 narrated PowerPoints</p>	<p>Discussion Board 2</p> <p>Check-In on Your Contemporary Theory Group Project</p>	<p>80</p> <p>28</p>
4	<p>Reading & Study:</p> <p>S & R ch. 9, 12-14</p> <p>Tan ch. 7, 12</p> <p>Kim-Van Daalen & Johnson (2013)</p> <p>1 article</p> <p>3 videos</p> <p>5 narrated PowerPoints (2 on quiz 1; 3 on quiz 2 later in course)</p>	<p>Quiz 1 on Background-Related and Emotions-Related Theories (See the Assignments folder in Course Guides and Assignments for specific materials included in quiz 1)</p>	<p>111</p>
5	<p>Reading & Study:</p> <p>S & R ch. 15-16</p> <p>Tan ch. 11</p> <p>Garzon (2013)</p> <p>4 articles</p> <p>5 videos</p> <p>1 audio</p> <p>2 narrated PowerPoints</p>	<p>Group Contemporary Theory Pres.</p> <p>Group Contemporary Theory Interaction</p>	<p>210</p> <p>40</p>

6	Reading & Study: S & R ch. 17-18 Tan ch. 10, 13 3 videos 4 narrated PowerPoints	Discussion Board 3	80
7	Reading & Study: Ohlschlager (2013) S & R 19-20 Tan 14-17 4 videos 3 narrated PowerPoints	Personal Counseling Theory Paper or Creative Project	240
8	Developing your own approach	Quiz 2 on Thought-Focused and Action-Focused Therapies (See the Assignments folder in Course Guides and Assignments for specific materials included in quiz 2)	111
Total			1010