

**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***

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### **HSMF 687**

#### **COUNSELING WOMEN**

#### **COURSE DESCRIPTION**

This course examines the most common problems women bring to counseling, including both developmental and situational crises. It explores biblical perspectives and the most effective treatments for these situations.

#### **RATIONALE**

There are many issues that specifically apply to psychological women throughout their lifespan. It is good for the practitioner to develop a theoretical rationale and a course of action that will guide him/her as he/she works with women and their specific issues in counseling.

#### **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**

- Computer with basic audio/video output equipment
- Internet access (broadband recommended)
- Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

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

- Identify theoretical, sociological, and biological considerations in counseling women.
- Evaluate concepts related to the developmental issues women face throughout their lifetime and how it impacts the counseling process.
- Evaluate his/her own assumptions about gender and gender roles.
- Analyze the tension women experience, especially Christian women, in light of the feminist movement.
- Distinguish the DSM-IV disorders that are most common in women.

- Analyze the best treatment for the DSM-IV disorders that are most common in women.
- Construct a biblical worldview in counseling women which includes synthesizing professional knowledge and biblical concepts.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- Textbook readings and lecture presentations/notes
- Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- Discussion Board Forums (6)

There are 3 course-wide Discussion Board Forums and 3 Group Discussion Board Forums throughout the course. Discussion boards are collaborative learning experiences, and the purpose of all Discussion Board Forums is to generate interaction among classmates regarding relevant current course topics. The student is required to submit an initial thread of at least 400–450. The student will post substantive replies to at least 2 other classmates' posts of at least 200–250 words each.

- Reflective Journal Assignment

This assignment provides an opportunity for the student to evaluate his/her journey through the developmental stages and transitions in life and also to reflect on how the impact of these transitions may help or hinder his/her work as a counselor. This paper will be 4-8 pages in length and will integrate concepts learned from the course materials as well as personal research from at least one additional professional source outside of the course materials.

- Research Project

Research Project Topic: The student must select 1 topic and post it in the Research Project Topic Discussion Board Forum in order to receive approval from the instructor. Topics will be approved on a “first come, first served” basis and may not be repeated.

### Part A

A major part of the Research Project is the Research Paper. This includes selecting an instructor-approved topic of the student's choice and then researching the topic as if he/she were preparing to teach a workshop to fellow counselors. This paper will be 12–15 pages and must include 12–15 sources.

### Part B

The second part of the Research Project is the Presentation Handout that the student will create to serve as an outline of the project that the student could present to fellow counselors. The Presentation Handout will be a 2–5-page document that the student would present at a workshop on the research topic. The

student is encouraged to be creative while including the main points for the Research Paper and at least 5 sources. The student will make his/her project available to the entire class through the Research Project File Exchange.

- Exams (2)

All exams will be open-book/open-notes and include a Case Study reading followed by essay questions. The student will have 2 hours and 45 minutes to complete each exam. Exams will cover the information studied throughout the modules/weeks.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (6 at 50 pts ea)	300
Reflective Journal Assignment	125
Research Project	
Part A	225
Part B	100
Exam 1 (Modules 1–4)	125
Exam 2 (Modules 5–8)	125
<b>Total</b>	<b>1010</b>

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 = 0–679

C. 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 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam 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 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.

E. 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.

F. Disability Assistance

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

## ***COURSE SCHEDULE***

### **HSMF 687**

Textbooks: Clinton & Langberg, *Quick-Reference Guide to Counseling Women* (2011).  
DeMoss, *Becoming God's True Woman* (2008).  
Kopala & Keitel, *Handbook of Counseling Women* (2017).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Clinton & Langberg: ch. Roles of Women DeMoss: chs. 1–6 Kopala & Keitel: ch. 8 2 presentations	Course Requirements Checklist Class Introductions Research Project Topic Group DB Forum 1	10 0 0 50
<b>2</b>	Clinton & Langberg: chs. Divorce and Relationships with Men DeMoss: chs. 7, 9 Kopala & Keitel: chs. 28–29 3 presentations 1 article	DB Forum 1	50
<b>3</b>	Clinton & Langberg: (select 3) chs. Aging, Grief & Loss, Infertility, Menopause, Miscarriage, Pregnancy, Singleness, and Single Parenting DeMoss: chs. 9–10 Kopala & Keitel: chs. 15–19 2 presentations	Reflective Journal Assignment	125
<b>4</b>	Clinton & Langberg: chs. Self-Worth & Approval and Eating Disorders Kopala & Keitel: ch. 37 4 presentations 1 article	Group DB Forum 2 Exam 1	50 125
<b>5</b>	Clinton & Langberg: chs. Fear & Anxiety and Depression Kopala & Keitel: chs. 34–35 5 presentations 1 article	DB Forum 2	50
<b>6</b>	Clinton & Langberg: chs. Child Sexual Abuse, Emotional Abuse, Physical Abuse, and Rape Kopala & Keitel: chs. 11–12 3 presentations 1 article	Research Project – Part A	225
<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>

<b>7</b>	Clinton & Langberg: ch. Sex Addiction Kopala & Keitel: ch. 36 2 presentations 1 article	Group DB Forum 3 Research Project – Part B	50 100
<b>8</b>	Clinton & Langberg: ch. Strength in Conflict and Stress Kopala & Keitel: ch. 38 2 presentations	DB Forum 3 Exam 2	50 125
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**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**.