

**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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### **PACO 509**

#### **SPIRITUAL FORMATION IN PASTORAL COUNSELING**

#### **COURSE DESCRIPTION**

This course prepares students to counsel with a variety of religious clients, particularly religious clients who would define themselves as evangelical Christians. The course provides a systematic overview of Christian doctrines, a discussion of various theological viewpoints regarding those doctrines, and an examination of how psychological and theological concepts relate to each other.

#### **RATIONALE**

In order to establish a framework for spiritual formation in pastoral counseling, students must be able to describe and defend a research-based definition of spiritual formation. This definition lays the foundation for the discovery and development of life-changing wisdom strategies for students' personal and professional growth and development.

#### **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 equipment

B. Internet access (broadband recommended)

C. Microsoft Office

(Office 365 is available at a special discount to LU students.)

D. Reference Point Software or PERRLA for APA supports APA research/writing guidelines. Software may be purchased through the following links:

<http://www.referencepointsoftware.com/about-us/> (last checked 09/08/17)

<https://www.perrla.com/APADetails.aspx> (last checked 09/08/17)

E. 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>
- F. Jing by TechSmith: <https://www.techsmith.com/jing.html>
- G. Office Mix add-in for MS Power Point 2016: <https://mix.office.com/en-us/Home>

#### IV. MEASURABLE LEARNING OUTCOMES

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

- A. Support assertions, arguments, and affirmations with appropriate content from the readings according to current APA guidelines. (Measured by assignments V. C-E)
- B. Define and discuss words/phrases used in his/her research-based definition of spiritual formation. (Measured by assignment V. D)
- C. Compare his/her experience and/or current approach to spiritual formation with a research-based definition of spiritual formation. (Measured by assignment V. D)
- D. Assess and evaluate strengths and weaknesses in the development and management of his/her personality patterns, as well as in his/her current approach to spiritual formation (Measured by assignment V. C, D, E)
- E. Choose, arrange, and explain essential elements required for personal growth and development and the practice of pastoral counseling. (Measured by assignments V. D, E)
- F. Describe and apply truths, insights, and techniques gleaned from assigned readings, assessments, lectures, pertinent research, and the Bible to his/her personal growth and development and practice of pastoral counseling. (Measured by assignments V. C-E)

#### V. COURSE REQUIREMENTS AND ASSIGNMENTS (NUMBER OF ASSIGNMENTS MAY VARY)

- A. Textbook readings, assessments, web-engagements, and lecture presentations/notes. It would be wise to back up course work on an external source. If your computer crashes, it is next to impossible to rebuild lost files. Unless otherwise stated, all assignments must be submitted through Blackboard. Do not submit assignments through email unless requested by Professor. See Course Schedule for more details.
- B. Course Requirements Checklist  
After reading Course Guides and [Student Expectations](#), the student will complete the related checklist found in Week 1>Assignments.

**C. Research-based interactive forums are employed to resource the collaborative, cumulative learning experience:**

▪ **Self-Report Tasks (4).**

Four student self-reports are assessed: 1) subscription to Question & Answer Center, 2) completion of a narrated Class Introduction (via Jing, Office Mix, or other audio/video software), 3) completion of Week 1 readings, and 4) completion of 2 self-administered assessments. Further details are provided in the Question and Answer Center, Class Introduction forum, and Course Content>Assignment Instructions. See Course Schedule for due dates.

▪ **Subject Matter Conversation(s).**

Subject Matter Conversations (SMC) are meaningfully developed Weekly SnapShots and Webex or Skype for Business forums. For example, as part of the collaborative, cumulative learning process, the first SMC will focus on getting acquainted and acclimated.

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

**D. Meaning-Making Forums (6)**

Due to the nature of these collaborative, cumulative research-based forums, the meaning-making forums will have a “paper-like feel” (i.e. more is expected than in typical discussion based forums). In this respect, the student will write a substantive research-based thread in response to prompts in each forum.

Each thread must be at least 450 words and noticeably integrate course-related knowledge. In the same week/module, the student will write a substantive research-based reply via the forum’s QUOTE feature to 1 other classmate’s threads. Each reply must noticeably integrate course related knowledge and be at least 150 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.

Abridged APA parenthetical citations should be used for required resources in each post; complete citations and References should be used for secondary resources in each post. All posts must be written with clarity and conciseness, without spelling, grammar, and word choice 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; see Assignment Instructions. Practical Book Review 1 will cover the Ortberg text and Practical Book Review 2 will cover the Hess & Arnold text. The body of each review will be at least 4 pages, double-spaced, and typed in 12 pt Times New Roman font. Use of current APA format, correct grammar, and correct spelling is required. See Course Schedule for due dates.

**VI. COURSE GRADING**

**A. Points**

Course Requirement Checklist	10 pts.
Self-Report Tasks (4 @ 10, 30, 30, 30)	100 pts.
Subject Matter Conversations (2 @ 50 pts ea.)	100 pts.
Practical Book Reviews (2 @ 100 pts ea.)	200 pts.
Meaning-Making Forums (6 @ 100 pts ea.)	600 pts.
<b>Total Points</b>	<b>1010 pts.</b>

**B. Scale**

940–1000	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. 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.

**B. 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.

**C. 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.

**D. 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).

**XI. RECOMMENDED RESOURCES**

\*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]

Kelleman, R. W. (2007). *Spiritual friends: A methodology of soul care and spiritual direction* (revised edition). Winona Lake, IN: BMH Books. [ISBN-13: 978-0884692560]

Kelleman, B., & Forrey, J. (2014). *Scripture and counseling: God's word for life in a broken world*. Grand Rapids, MI: Zondervan. [ISBN: 978-0310516835]

Nichols, Ken. (2014). *Masterpiece: Seeing yourself as God's work of art changes everything*. Friendswood, TX: Baxter Press. [ISBN: 978-1888237-96-2]

Oswald, R. M. (1995). *Clergy self-care: Finding a balance for effective ministry*. Lanham, MD: 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]

\*Thomas, G. (2011). *Every body matters: Strengthening your body to strengthen your soul*. Grand Rapids, MI: Zondervan. [ISBN: 978-0-310-29081-0]

## ***COURSE SCHEDULE***

### **PACO 509 Spiritual Formation in Pastoral Counseling**

Textbooks: Bradberry & Greaves (2009)  
 Epperly, *A Center in the Cyclone* (2014)  
 Hess & Arnold, *The Life of the Body* (2012)  
 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).

Self-Administered Assessments:

Taking Flight DISC Profile code  
 Emotional Intelligence Appraisal/Talent Smart EI code

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Weekly SnapShot Announcement 1 presentation Pettit: Forward, chs. 1, 9, Conclusion/take <u>careful</u> notes Ortberg – entire/take notes 1 article	Course Requirements Checklist/W **Subject Matter Conversation 1/(TBD) Self-Report Tasks 1-3 (QAC subscription/W, narrated introduction/W, and completion of Week 1 readings/S)	10 50 10 30 30
<b>2</b>	Weekly SnapShot Announcement 2 presentations 1 website: Ask the Counselor Pettit: ch. 2/take notes 2 articles Hess & Arnold - entire	MMF 1: Thread/F; Reply/S Practical Book Review 1 – Ortberg/S	100 100
<b>3</b>	Weekly SnapShot Announcement Issler – entire/take notes Pettit: chs. 3-4/take notes Rosenberg & Silvert/review after completing DISC assessment 1 article (Embodied Cognition) 1 presentation	Self-Report Task 4 Practical Book Review 2 – Hess & Arnold/S	30 100
<b>4</b>	Weekly SnapShot Announcement Pettit: chs. 5-6/take notes Epperly: chs. 1-5/take notes 2 Presentations	MMF 2: Thread/F; Reply/S	100
<b>5</b>	Weekly SnapShot Announcement Pettit: chs. 7,8,10/take notes Epperly: chs. 6-12/take notes	**Subject Matter Conversation 2/(TBD) MMF 3: Thread/F; Reply/S	50 100



	Bradberry & Greaves: chs 1-4 (complete My EQ Action Plan: Part 1 pp. 51-57) 1 Presentations		
<b>6</b>	Weekly SnapShot Announcement Review Readings, Assessments, and Assignments	MMF 4: Thread/F; Reply/S	100
<b>7</b>	Weekly SnapShot Announcement Review Readings, Assessments, and Assignments	MMF 5: Thread/F; Reply/S	100
<b>8</b>	Weekly SnapShot Announcement 4 Presentations 1 website: Serious Leisure/take notes	MMF 6: Thread/ <b>W</b> ; Reply/ <b>F</b>	100
<b>TOTAL</b>			<b>1010</b>

Weekday Abbreviations: S, M, T, W, TR, F, SA

MMF: Meaning-Making Forum; QAC = Question & Answer Center

\*\*Subject Matter Conversations (TBA via Weekly SnapShots, Webex, Skype, or recorded link)

**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.** Assignment feedback is usually turned around within 5 days of submission deadline. Late assignment feedback is usually turned around within 5 days of late submission date. Final Grades are posted within 7 days of end of term.