

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

PACO 830

INDIVIDUAL AND FAMILY ISSUES IN PASTORAL COUNSELING

COURSE DESCRIPTION

This course provides an in-depth study of the commonly addressed issues encountered in pastoral counseling. It will include topical discussions of individual and family issues including the more common mental health disorders and familial issues such as family composition, childbirth, parenting, and other pertinent topics throughout the lifespan.

RATIONALE

As a basis for their work, pastoral counselors should have a thorough understanding of individual and family issues in pastoral counseling. In addition to understanding core theoretical principles, pastoral counselors need to appreciate contributions from various theoretical approaches to the actual practice of counseling. This understanding serves to heighten counselor effectiveness in formulating effective treatment strategies and in aiding in the delivery of powerful interventions in an efficient and timely manner.

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. 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 trace the history of the discipline of pastoral counseling.
- B. Examine, discuss, and integrate all issues, theories, assumptions, materials, etc., presented in the course in accord with current scholarly standards and practices.
- C. Examine, discuss, and integrate all issues, theories, assumptions, materials, etc., presented in the course through the lens of Scripture.
- D. Compare, contrast, and comprehend prevalent crises that pastoral counselors may confront in working with their clients.
- E. Illustrate and clarify the process of pastoral counseling by means of case studies.

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. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each forum will require the student to research and participate in topical and theoretical discussions regarding counseling. Each thread must be at least 400 words and will focus on key concepts, theories, and topics, assessments, and questionnaires that could be utilized in pastoral counseling. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 200 words. Citations, if used, must be written in current APA format. Grading rubrics for the discussion board threads and discussion board replies can be found on Blackboard.

- D. 4-MAT Chapter Reviews (2)

The student will write 2 4-MAT Chapter Reviews for 2 of the required textbooks for this course. The student will be able choose 1 chapter per textbook to review. The first 4-MAT Chapter Review will cover 1 chapter in the Clinton & Hawkins (2011) textbook, and the second 4-MAT Chapter Review will cover 1 chapter in the Townsend (2009) textbook. Each review must be 8–10 pages. Use of current APA format, correct grammar, and correct spelling is required. Each review will be submitted via SafeAssign.

E. Theoretical Orientation Paper

The student will write a 20–25-page Theoretical Orientation Paper in current APA format that will focus on 1 theory or a combination/integration of theories in which he or she finds his or her orientation. It will be written as if the student is going to submit it to an APA journal, giving an argument for his or her integrative orientation and why it should be implemented across the field. This paper will include the tenets of the theory, influencers associated with this theory, techniques, strengths and weaknesses, biblical integrative factors, and a practical application. There must be a minimum of 20 scholarly resources.

F. Self-Care Plan

The student will write a 1-page paper in which a detailed plan for personal self-care is developed. The Self-Care Plan must include practical actions to prevent burnout and enhance resilience as a counselor. The student must incorporate at least 2 biblical principles and cite at least 2 Bible references. The student must also interact with the literature by using at least 3 sources (books, scholarly articles, etc.).

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forum: Threads (2 at 100 pts ea)	200
Discussion Board Replies: Replies (2 at 75 pts ea)	150
4-MAT Book Reviews (2 at 150 pts ea)	300
Theoretical Orientation Paper	300
Self-Care Plan	50
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 = 0–679

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 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.

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 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.

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

PACO 830

Textbooks: Clinton & Hawkins, *The Popular Encyclopedia of Christian Counseling* (2011).
Henry et al., *The Christian Therapist's Notebook* (2007).
Townsend, *Introduction to Pastoral Counseling* (2009).

MODULE /WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Clinton & Hawkins: ch. 1 Townsend: chs. 1–2 Henry et. al., Sec.I (1-9) 1 presentation	Course Requirements Checklist Class Introductions	10 0
2	Clinton & Hawkins: chs. 2, 4, 23–24 Townsend: chs. 3, 6 Henry et. al., Sec.I (10-18) 2 presentations 1 website	4-MAT Chapter Review 1	150
3	Clinton & Hawkins: chs. 21–22 Townsend: ch. 4 Henry et. al., Sec.II (19-22) 1 presentation	DB Forum 1: Thread	100
4	Clinton & Hawkins: chs. 5, 7–8, 20 Townsend: ch. 5 Henry et. al., Sec.II (23-26) 2 presentations	DB Forum 1: Replies	75
5	Clinton & Hawkins: chs. 9–10 6 presentations Henry et. al., Sec.III (27-33)	DB Forum 2: Thread 4-MAT Chapter Review 2	100 150
6	Clinton & Hawkins: chs. 18–19 5 presentations Henry et. al., Sec.III (33-40)	DB Forum 2: Replies	75
7	Clinton & Hawkins: chs. 13–16 7 presentations	Theoretical Orientation Paper	300
8	1 presentation 1 website	Self-Care Plan	50
TOTAL			1010

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**.