

MAC704 MODELS OF COUNSELING
MONDAY'S, APRIL 8 – MAY 20, 2019
AND
SATURDAY, MAY 11, 2018
SPRING 2019
3-CREDIT HOURS

Last revised: 3/11/2019

**Missio Seminary exists to produce missional Christian leaders-
men and women who incarnate the story of Jesus with humility and authenticity and who
communicate the story with fidelity to Scripture, appreciation of the Christian tradition,
and sensitivity to the needs and aspirations of postmodern culture.**

PROFESSOR

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By appointment

GRADUATE SCHOOL OF COUNSELING PROGRAM PURPOSE

In an effort to equip students to provide wise counsel for hurting people, along with a hope for lasting change, our seminary-based counseling program exists to prepare professional counselors for professional and non-professional ministry, who love people in all their God-given diversity, who engage science and culture with wisdom and discernment, and who skillfully apply the grace and truth of the Gospel first to their own lives and then to their counselees.

CATALOG DESCRIPTION

Classical and current theories of counseling will be studied and evaluated in light of Scripture, psychological sophistication, and practical relevance. Classic psychoanalysis, current psychodynamic theories, behaviorism, and humanistic theory will receive major focus.

PERSONAL NOTE FROM THE PROFESSOR

This course deals with theories, objectives, principles, and practices of counseling individuals, including children and families. These theories are applicable in schools and other clinical mental health agencies and human services institutions. Our theoretical and personal assumptions about people and their motives influence our approach to clients, our assessment of their strengths and weaknesses, the type of therapeutic goals we set, and how we intervene clinically. Consequently, developing a strong, useful theoretical viewpoint is critical to clinical practice and coordination of care with other practitioners. In addition, treatment is rapidly moving toward a theory of differential treatment in which the approach is carefully suited to the needs of a given client. A solid understanding of theoretical approaches is critical to this work.

SYLLABUS

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
To have students live grace-based lives increasingly characterized by wisdom, the fruit of the Spirit, and love for God and community.	1. Value the contributions and insights from each of the theories.
To have students demonstrate a commitment to humble, learner-oriented ministry in a world marked by cultural, theological, and philosophical diversity.	2. Develop an advanced understanding of the major psychological theories of counseling. 3. Develop an understanding of theories and models of counseling. 4. Develop a systems approach to conceptualize clients. 5. Develop an understanding of theories, models, and strategies for understanding and practicing consultation.
To have students grow in their knowledge of the Bible and ability to humbly interpret and apply it in light of history, culture, and genre.	6. Critique each theory from a Christian perspective.
To have students demonstrate effective evidence-based counseling skills in light of gifting, calling, and context	7. Understand the relationship between each theory and the techniques that emerge from that theory. 8. Develop a personal model of counseling. 9. Demonstrate an understanding of evidence-based counseling strategies and techniques for prevention and intervention. 10. Demonstrate an understanding of measurable outcomes for clients. 11. Demonstrate an understanding of developmentally relevant counseling treatment or intervention plans.

COURSE FORMAT - HYBRID

This hybrid course delivers instruction in two or more modes, both asynchronous and synchronous. Students are required to participate in all of the instructional sessions as noted in this syllabus. Outside-of-class instruction, including Cengage Learning `MindTap, is required and not considered part of the course's homework hours. The delivery of the outside-of-class instruction varies. Online instructional sessions include recorded lectures/videos, narrated slide presentations, instruction guided discussion boards, and weekly quizzes with feedback. Eight times during the term, the instructional will be synchronous ("real time") via face-to-face or web conferencing software such as Zoom. All required instructional sessions are described in this syllabus.

DATES AND TIMES

This class meets face-to-face (or via Zoom) and online and has weekly assignments. Students should log into the course site prior to the first class or promptly once the class begins. Follow the dates in this syllabus & on the course schedule. This hybrid course at Missio Seminary meets synchronously face-to-face eight times during the term on Monday's April 8, April 15, April 22, April 29, May 6, May 11 (Saturday), May 13, and May 20 at 7:30-10:15pm (Monday's) and at 8:30am-4:30pm (Saturday).

ONLINE PARTICIPATION STANDARDS IN HYBRID COURSES

Attendance in this hybrid course constitutes both 1) coming to "class" face-to-face or via Zoom and 2) logging in to the course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course. Students should login regularly, especially when participating in discussion boards or collaborative assignments. Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students should practice netiquette at all times – in email and in discussion forums. Please review the netiquette and discussion forum guidelines in this syllabus. Students may email the instructor at any time if they *have questions about the course*.

COURSE INSTRUCTIONAL HOURS

Instructional hours are instructor-led activities that students complete *in addition* to homework. They may consist of a variety of activities from live and/or recorded lectures or web conferences to collaborative work or discussions based on readings.

INSTRUCTIONAL ACTIVITY <i>IN ADDITION TO ONLINE CLASS SESSIONS*</i>	Related Objectives	Percent of Grade	Estimated Time
Faculty Presentation (audio, video, and/or webinar lectures) (8)	1-11		12
Faculty led online Discussion Forum (8)	1-11	See below – Assessment and Homework Hours	12
Personal Counseling Theory Paper	1-11	See below – Assessment and Homework Hours	12
Total (12 hours per credit @ 3-credits)			36

*These required assignments involve instruction comparable to what occurs in the online classroom environment (lectures, presentations, and instructor-led activities such as discussions, debates, and collaborative work). They should be completed on the due dates listed in this syllabus.

Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.

COURSE ASSESSMENTS AND HOMEWORK HOURS

Assessments are graded assignments that measure a student’s mastery of the course content. *Homework is coursework in addition to the instructional hours listed above.*

ASSESSMENTS AND HOMEWORK HOURS*	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
Readings (see course schedule/weekly assignments)	1-11	15%	24
Online Attendance/Discussion Board Forum Posts (8)	1-11	20%	16
Cengage MindTap (i.e., case studies, quizzes, reflections)	1-11	35%	25
Personal Counseling Theory Paper	1-14	30%	15
Total estimated time on homework		100%	80 hours total

*Homework is work outside of “instructional hours” (including “classroom equivalent” instructional hours outside of class, below). Assessments are the means by which mastery of content and/or growth in skill, ability, or formation is measured.

REQUIRED READING AND MATERIALS

NOTE: Hyperlinks to Amazon.com are placed here for your convenience. Please be aware that there may be other websites (by publishers or by other eBook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer eBook rental prices for a limited number of weeks. These may also be cost effective. Just be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

Course Textbooks & Websites

1. Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Boston, MA: Cengage Learning. **Via Cengage Learning MindTap**
<https://www.cengage.com/dashboard/#/course-confirmation/MTPNVM5NQCT0/initial-course-confirmation>

Cengage Learning Mindtap Registration

1. Connect to <https://www.cengage.com/dashboard/#/course-confirmation/MTPNVM5NQCT0/initial-course-confirmation>
 2. Follow the prompts to register your MindTap course.
 3. Course Key: **MTPNVM5NQCT0**
2. Halbur, D. A., & Halbur, K. V. (2019). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed.). New York: Pearson
https://www.amazon.com/Developing-Theoretical-Orientation-Counseling-Psychotherapy-dp-0133488934/dp/0133488934/ref=mt_paperback?_encoding=UTF8&me=&qid=
 3. Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC). (2019). *Competencies for addressing spiritual and religious issues in counseling*. Retrieved from <http://www.aservic.org/resources/spiritual-competencies/> **Also available via e-campus**
 4. Cashwell, C. S., Bentley, D. P., & Bigbee, A. (2007). Spirituality and counselor wellness. *Journal of Humanistic Counseling, Education and Development*, 26(1), 66-81.
[doi 10.1002/j.2161-1939.2007.tb00026.x](https://doi.org/10.1002/j.2161-1939.2007.tb00026.x) **Available via e-campus**
 5. Parker, S. (2011). Spirituality in counseling: A faith development perspective. *Journal of Counseling & Development*, 89(1), 112-119. DOI: [10.1002/j.1556-6678.2011.tb00067.x](https://doi.org/10.1002/j.1556-6678.2011.tb00067.x)
Available via e-campus
 6. Young, J. S., & Cashwell, C. S. (2005). Integrating spirituality and religion into counseling: An introduction. In Cashwell, C. S., & Young, J. S. (Eds.), *Integrating spirituality and religion into counseling: A guide to competent practice* (pp. 1-24). Alexandria, VA, US: American Counseling Association. **Available via e-campus**

Recommended Textbooks & Websites

1. Morgan, O. J. (2007). *Counseling and spirituality: Views from the profession*. Boston, MA: Wadsworth.
2. Personality Theories Resources: <http://webspace.ship.edu/cgboer/perscontents.html>
This is a personality theories website hosted by Dr. C. George Boeree from Shippensburg University. There you will find easy access to the fundamental facts pertaining to the major theories of personality, the history of the theory's originator, etc.

NOTE: Each class participant will also receive articles and handouts, via email or through E-Campus, that correspond to the topics to be covered in class. It is your responsibility to read the appropriate handouts in advance of the particular class so you will be prepared to engage in the discussion of each area. Additional readings may be placed on E-Campus or emailed directly to your email account.

ASSIGNMENT DESCRIPTIONS AND GRADING

1. **IN-CLASS AND ONLINE ATTENDANCE, PUNCTUALITY, ACTIVE PARTICIPATION, AND COMPLETION OF ALL ASSIGNED READINGS AND DISCUSSION BOARD FORUM POSTS** are essential for the experiential nature of this class. Since much of the learning in this course occurs in the context of discussion and experiential exercises, you are expected to be present and on time for all class sessions and within the online environment. Tardiness or leaving class early counts as an absence. Students with more than two (2) absences (for any reason, excused or unexcused) will have their final grade dropped one letter, and four (4) absences will result in failure ("F") of the course. In the event of absence, the student is responsible for all missed work. No credit will be given for participation if absent from class, face-to-face or online. This means, students will **NOT** receive attendance points (see Assessment Procedures on next page) if absent from class. Nor will you receive full points if you are late to class. You are expected to read and reflect upon all assigned materials, attend class, and share your thoughts, during class discussions and activities. For the purpose of class discussion, it is recommended that you write reflective notes for yourself prior to class. These notes should include your observations, ideas, and questions on the main issues and points addressed in the assigned readings.

The professor may call upon students in class. However, it is expected that each student will contribute to the in-class and online discussions ***without the professor having to take the lead at all times***. In-class and online attendance and participation will be evaluated each class session/week in the following way:

Excellent (20 points) - Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little.

Satisfactory (16 points) - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Fair (12 points) - Passive participation: present, awake, alert, attentive, but not actively involved.

Poor (4 or less points) - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior.

No credit will be given for online participation if absent online during the weekly Discussion Board forums (i.e., online discussions are required weekly). Thus, if you contribute to a weekly discussion after the week the discussion was required, no points will be awarded. If you are unable to maintain the pace of the course, it is your responsibility to inform the professor as soon as possible. The professor will make every effort to accommodate individual learners who have made their needs known.

In online education, students learn from their peers as much as, if not more, than the professor. Students in *Models of Counseling* each have a wide variety of experiences, which may benefit others. A major goal of this course is to learn from each other. To achieve that goal, respect for the opinions of others and openness to new ideas are vital for everyone.

Online participation in the Discussion Board forums Instructions: Check the syllabus and the E-campus course site for the specific dates for the discussion boards. Online modules will be available on Monday’s by 9:00am. You will have until Saturday’s at 11:59pm (EST) to complete your weekly online module requirements and discussion board forum posts. Follow the guidelines for “Quality Discussion Posts” in this syllabus. The instructions and grading rubric for each discussion board is posted in the discussion board area.

Rubric for Evaluating Discussion Board Posts (based on Netiquette and Guidelines for Quality Discussion Posts)

	Excellent	Satisfactory	Fair	Poor
Concise, clear, main point stated early in post, helped readers “see” your ideas	5 points	4 points	3 points	2 points
All quotes, references, and sources cited	5 points	4 points	3 points	2 points
Met criteria for substantive post by advancing an idea, opinion, point of view, etc.	5 points	4 points	3 points	2 points
Met criteria for substantive post by reflecting on meaning, analysis, elaboration, application, synthesis, and/or evaluation.	5 points	4 points	3 points	2 points
Consistent and accurate use of netiquette, correct spelling, etc.	0	-5 points	-6 points	-7 points

2. **CENGAGE LEARNING MINDTAP:** MindTap empowers you to produce your best work – consistently. MindTap is designed to help you master the material. Interactive videos, animations, and activities create a learning path designed by your instructor to guide you through the course and focus on what's important. MindTap provides a digital learning solution that helps instructors transform today’s students into critical thinkers. Cengage Learning’s MindTap improves student engagement and performance using readings, assignments, videos, and Apps. Requirements include readings, self-assessments, assignments (see #5 below) and learning assessments/quizzes (see #6 below).

3. **Personal Counseling Theory Paper.** As counselors-in-training, it is important that you think about what counseling theory fit closest with our own beliefs, values, and experiences. The purpose of this paper is to give you an opportunity to explore some of your ideas about counseling theories. Your finished product should be 8-10 pages, double-spaced and adhere to APA format and style. Your Personal Counseling Theory paper will include the name of the counseling theory you have chosen and will need to address the following six (6) points:
- View of human nature: How does the theory's view of human nature fit your view of human nature? Does this view fit the needs of your client? Does the theory focus on thoughts, feelings, or actions? Does this focus fit the needs of your population?
 - The counseling relationship: What would your relationship with your client look like when working from this theoretical perspective? What is your role? The client's role? Your responsibilities? The client's responsibilities?
 - The counseling relationship: How would you envision working with a client with this need? How would the counseling process evolve? What stages or marker events would you anticipate?
 - Techniques: Based on the theory you choose what specific techniques would you want to use with this client?
 - Evaluation of client progress: How will you know when the client is ready to terminate? How will you evaluate whether counseling has been successful?
 - Application: What would be particularly appealing to you in working with this approach? What are its strengths? What might be problematic for you and/or your client? How applicable is your theory to working with culturally diverse clients? How applicable is this theory in promoting wellness?

More information and directions will be given in class as well as a rubric provided. This paper is worth 100 points. **Due May 20, 2019**

5. **ASSIGNMENTS.** There will be online assignments and case studies via Cengage Learning Mindtap that are designed to further enhance your knowledge of theories and models of counseling.
6. **LEARNING ASSESSMENTS.** There will be six (8) multiple choice/short answer learning assessments/quizzes via Cengage Learning Mindtap following each major section in this course that will assess and evaluate your knowledge and understanding of theories and models of counseling.

ASSESSMENT PROCEDURES

Each student will be evaluated and graded on successful completion of assignments, case presentation, exams, class participation and attendance. All written assignments are evaluated based on content, grammar, organization, and timely submission.

**** All writing assignments must adhere to the formats presented in the Publication Manual of the American Psychological Association (6th ed.) (follow the guidelines specifically set forth in chapters 1-3 and 5 regarding work for publication).****

Evaluation of written assignments will be based on content, grammar, organization, timely submission, adherence to the APA and other criteria established by the instructor. All papers are to be typewritten, double-spaced and use 1-inch margins, page numbers, and 12-point font. Written assignments must reflect graduate level skill in writing, including appropriate organization with use of topic sentences, and appropriate spelling, punctuation, and grammar.

“A”: Students demonstrate clear and comprehensive understanding of the topic (s); offer a well-written and organized paper; offer evidence for their positions; critically think about the material they draw from sources.

“B”: Students demonstrate some understanding of the topic (s) presented; made effort at analyzing and evaluating the topic (s) and their source materials.

“C”: Students demonstrate understanding of the topic (s) presented, but merely report information, rather than thinking critically about it, evaluating it, or offering evidence for their positions.

“D” or “F”: Paper is inadequate for graduate work. Please meet with instructor to discuss needed improvements and how they might be made.

Students may be required to re-submit written assignments that contain several typographical, grammatical, structural, and/or organizational errors or fail to conform to Turabian style. It is the responsibility of the student to maintain academic integrity with regard to assignments. Cheating, plagiarism, and knowingly assisting others students to violate any of the above are all considered to be violations of academic integrity. You are responsible for following the academic integrity policy as presented in this course syllabus and in the Biblical Theological Seminary (soon to be Missio Seminary) Academic Catalog. The penalty for plagiarism is the grade of “0” and may result in further disciplinary action. Grades will be based on quality completion of all work. A grade of “A” represents an exceptionally high understanding and demonstration of course concepts as well as good participation in class activities. A grade of “B” represents a solid understanding and demonstration of course concepts, as well as good participation class activities. A grade of “C” represents a minimal understanding and demonstration of course concepts, in which case, you may be required to repeat the class. A grade of “D” or “F” is not a passing grade.

Assignments are due on the dates listed in the course outline. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

COURSE PROCEDURES AND REQUIREMENTS

Attendance Policy and Grades

It is important to arrive on time and be actively engage in every minute (literally, every minute) of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time

is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness.

Students are also expected to login to the E-campus course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, please notify the instructor and group members (if applicable) in advance. Nevertheless, recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

Completion of Course Work

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Missio Seminary's website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

Technology

This course will utilize technology to its fullest advantage. Students will be **REQUIRED** to have an active email account, access to the Internet and World Wide Web resources, and to participate in all aspects, including technology in this course. There are a number of resources on campus that can assist you with technology. If you need direction, please see the professor at the start of the term. Students should also possess the following: (a) Computer that meets the minimum technical requirements for using E-Campus, (b) internet access, and (c) a basic computer and navigation skills. Course announcements and lecture notes *will be* placed on E-Campus as well as sent to your email address.

Respect for Diversity

The impact of cultural issues will be discussed and analyzed. Collaborative learning and social negotiation with culturally diverse class members will be practiced. Graduate students are expected to conduct themselves in accordance consistent with grace and the double love imperative (Mat 22:34-40). Additionally, mercy ministry is a vital part of the church's mission,

and justice is an essential category for the church's theological agenda. Through this course, I hope for us to grow in both our understanding and our praxis of these important, and urgent, matters for the church.

Additionally, it is the intent of the professor to present material and activities that are respectful of diversity. It is my intent that students from all perspectives and diverse backgrounds will be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office of Admissions to receive accommodations
- Will present the Accommodations Request Form to Faculty Mentor(s) when requesting accommodations.
- Might be required to communicate with Professor for accommodations.

Students with disabilities who believe that they may need accommodations are encouraged to contact Biblical Theological Seminary's Offices of Admissions or Academic Programs. Students are encouraged to contact the office as soon as possible to better ensure a timely review of their request.

Academic Integrity Policy

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The Seminary has a responsibility for maintaining academic integrity to protect the quality of education, research, and other activities and to protect those who depend on our integrity. It is expected that both faculty and students will honor the principles of academic integrity. The professor will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged. It is the responsibility of the student to refrain from academic dishonesty and from conduct which aids others in academic dishonesty. This responsibility means that all academic work will be done by the student to whom it has been assigned, without unauthorized aid of any kind. Therefore:

- No student shall knowingly, without proper authorization, procure or provide, or accept any materials which contain questions or answers to any examination or assignment to be given at a subsequent date;

- No one shall, without proper authorization, complete, in part or in total, any examination or assignment for another person;
- No student shall, without proper authorization, knowingly allow any examination or assignment to be completed for him/her by another person;
- No student shall plagiarize or copy the work of another person and submit it as his/her own.

Plagiarism is defined as taking and presenting as one’s own, a material portion of the ideas or words of another or to present as one’s own an idea or words derived from an existing source without full and proper credit to the source of the ideas, words, or work. As defined, plagiarism includes, but is not limited to: copying words, sentences, and paragraphs directly from the work of another (including another student) without proper credit; copying illustrations, figures, photographs, drawings, models, or other visual and nonverbal material (including recordings) of another without proper credit; presenting work prepared by another in final or draft form as one’s own without citing the source, such as the use of purchased research papers; taking and presenting another’s ideas as one’s own (including cutting and pasting information directly from internet websites).

COURSE SCHEDULE

The following schedule is to be considered tentative; at the professor’s discretion changes may be made throughout the semester as deemed necessary or to accommodate students learning needs.

DATE		OUTSIDE-OF-CLASS AND/OR ONLINE
April 8, 2019	Topic: <ul style="list-style-type: none"> • Course overview; review syllabus; introduction and overview of theories and models of counseling 	Instructional session: Audio & Video lecture #1, Cengage Mindtap Learning, review slides and weekly resources, and watch videos. Prepare to discuss this material within the discussion board.
Prior to or During the week		Discussion Board Post #1 Due (see instructions posted in the discussion board) Cengage Learning Mindtap Assignments Cengage Learning Mindtap Quiz #1 Read the following and be prepared to discuss in this week’s class/discussion board: <ul style="list-style-type: none"> • Corey Chapter 1 • Halbur & Halbur Chapter 1
April 15, 2019	Topic: <ul style="list-style-type: none"> • The Counselor: Person and Professional 	Instructional session: Audio & Video lecture #2, Cengage Mindtap Learning, review slides and weekly resources, and watch videos.

	<ul style="list-style-type: none"> Ethical Issues in Counseling 	Prepare to discuss this material within the discussion board.
Prior to or During the week		<p>Discussion Board Post #2 Due (see instructions posted in the discussion board)</p> <p>Cengage Learning Mindtap Assignments</p> <p>Cengage Learning Mindtap Quiz #2</p> <p>Read the following and be prepared to discuss in this week’s class/discussion board:</p> <ul style="list-style-type: none"> Corey Chapter’s 2 & 3 Halbur & Halbur Chapter’s 2 & 3
April 22, 2019	<p>Topic:</p> <ul style="list-style-type: none"> Psychoanalytic Therapy Adlerian Therapy 	Instructional session: Audio & Video lecture #3, Cengage Mindtap Learning, review slides and weekly resources, and watch videos. Prepare to discuss this material within the discussion board.
Prior to or During the week		<p>Discussion Board Post #3 Due (see instructions posted in the discussion board)</p> <p>Cengage Learning Mindtap Assignments</p> <p>Cengage Learning Mindtap Quiz #3</p> <p>Read the following and be prepared to discuss in this week’s class/discussion board:</p> <ul style="list-style-type: none"> Corey Chapter’s 4 & 5 Halbur & Halbur Chapter 4
April 29, 2019	<p>Topic:</p> <ul style="list-style-type: none"> Existential Therapy Person-Centered Therapy 	Instructional session: Audio & Video lecture #4, Cengage Mindtap Learning, review slides and weekly resources, and watch videos. Prepare to discuss this material within the discussion board.
Prior to or During the week		<p>Discussion Board Post #4 Due (see instructions posted in the discussion board)</p> <p>Cengage Learning Mindtap Assignments</p> <p>Cengage Learning Mindtap Quiz #4</p> <p>Read the following and be prepared to discuss in this week’s class/discussion board:</p> <ul style="list-style-type: none"> Corey Chapter’s 6 & 7

		<ul style="list-style-type: none"> • Halbur & Halbur Chapter 4
May 6, 2019	Topic: <ul style="list-style-type: none"> • Gestalt Therapy • Choice Theory/Reality Therapy 	Instructional session: Audio & Video lecture #5, Cengage Mindtap Learning, review slides and weekly resources, and watch videos. Prepare to discuss this material within the discussion board.
Prior to or During the week		Discussion Board Post #5 Cengage Learning Mindtap Assignments Cengage Learning Mindtap Quiz #5 Read the following and be prepared to discuss in this week's class/discussion board: <ul style="list-style-type: none"> • Corey Chapter 8 & 11 • Halbur & Halbur Chapter 4
May 11, 2019	Topic: <ul style="list-style-type: none"> • Behavior Therapy • Cognitive Behavior Therapy • Feminist Therapy • Postmodern Approaches 	Instructional session: Audio & Video lecture #6, Cengage Mindtap Learning, review slides and weekly resources, and watch videos. Prepare to discuss this material within the discussion board.
Prior to or During the week		Discussion Board Post #6 Due (see instructions posted in the discussion board) Cengage Learning Mindtap Assignments Cengage Learning Mindtap Quiz #6 Read the following and be prepared to discuss in this week's class/discussion board: <ul style="list-style-type: none"> • Corey Chapters 9, 10, 12 & 13 • Halbur & Halbur Chapter 4
May 13, 2019	Topic: <ul style="list-style-type: none"> • Family Systems Therapy • Spiritual & Religious Values in Counseling 	Instructional session: Audio & Video lecture #6, Cengage Mindtap Learning, review slides and weekly resources, and watch videos. Prepare to discuss this material within the discussion board.
Prior to or During the week		Discussion Board Post #7 Due (see instructions posted in the discussion board) Cengage Learning Mindtap Assignments Cengage Learning Mindtap Quiz #7

		<p>Read the following and be prepared to discuss in this week’s class/discussion board:</p> <ul style="list-style-type: none"> • Corey Chapter 14 • ASERVIC Competencies • Young & Cashwell Chapter 1 – Available on e-campus • Halbur & Halbur Chapter 4 • Cashwell, Bentley, & Bigbee – Available on e-campus • Parker – Available on e-campus
<p>May 20, 2019</p>	<p>Topic:</p> <ul style="list-style-type: none"> • Integrative Perspective 	<p>Instructional session: Audio & Video lecture #6, Cengage Mindtap Learning, review slides and weekly resources, and watch videos. Prepare to discuss this material within the discussion board.</p>
<p>Prior to class & in preparation for final paper*</p>		<p>Discussion Board Post #8 Due (see instructions posted in the discussion board)</p> <p>Cengage Learning Mindtap Assignments</p> <p>Cengage Learning Mindtap Quiz #8</p> <p>Personal Counseling Theory Paper Due</p> <p>Read the following and be prepared to discuss in this week’s class/discussion board:</p> <ul style="list-style-type: none"> • Corey Chapter 15* • Halbur & Halbur Chapter 3*

****Online modules will be available on Monday’s by 9:00am. You will have until Saturday’s at 11:59pm (EST) to complete your weekly online module requirements and discussion board forum posts.**

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under “completion of course work” for policies on course extensions.
3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site

frequently during the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@biblical.edu and include their student ID# in their correspondence.

4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.

5. **Student PC Security Statement:** Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing