



Online 8-Week Course Syllabus

PY-5503 *Systems of Counseling & Psychotherapy*

Course Description

This course introduces the major theorists and approaches to psychotherapy. It critically appraises theories, with special consideration of issues from a Christian perspective.

3 credit hours

Prerequisites: None.

Course Objectives

By the completion of this course, you should be able to:

1. Analyze the key features of theoretical models and critique them.
2. Evaluate the purpose and value in clinical practice of referencing specific models of psychotherapy.
3. Analyze the relationship between models and case conceptualization in treatment planning.
4. Articulate a consistent and theoretically sound personal working model of systematic therapeutic intervention.
5. Apply relevant theoretical issues related to the integration of psychology, mental health counseling, and theology to the development of a consistent working treatment model.

Course Materials (required)

This syllabus lists only the items you need to obtain. Any specific reading materials and media links utilized in the course, which are not mandatory for purchase, are available on Canvas for the corresponding week/lesson. If there is a course bibliography, it lists all reading materials and additional study suggestions for this course.

Readings:

Wedding, D & Corsini, R. (2018). *Current Psychotherapies* (11th ed.). Cengage Learning. ISBN: 978-1305865754. [Wedding & Corsini]

Tan, S. (2022). *Counseling and Psychotherapy: A Christian Perspective* (2nd ed.). Baker Academic. ISBN: 978-1540962904. [Tan]

Sire, J. (2015). *Naming the Elephant: Worldview as a Concept* (2nd ed.). InterVarsity Press. ISBN: 978-0830840731 [Sire]

Bible:

The Bible serves as a frequent reference in Moody's online courses. Unless otherwise indicated, you can use the Bible version of your preference. However, if a specific version is mandated, you might consider acquiring it for your library. Numerous versions are accessible online at no cost through websites like www.biblegateway.com, www.biblestudytools.com/bible-versions, and www.bible.com/versions.

IMPORTANT: Textbooks and supplementary materials in this online course undergo rigorous selection and approval by Moody Theological Seminary faculty to foster student engagement and learning. Perspectives expressed within the materials may not necessarily align with those held by Moody. We expect students to approach course content with maturity and respect, recognizing that it may diverge from a strictly biblical worldview. Engagement with the material should entail critical thinking and a mature

understanding. Should you encounter difficulty with the material from a biblical or theological standpoint, don't hesitate to contact your course instructor for assistance and guidance.

Course Work

All coursework is due according to the **Schedule**.

A. CLASS PARTICIPATION: Active engagement is a fundamental expectation in this graduate-level online course. Participation encompasses two key aspects: interaction with study materials (reading/media) and discussion boards with fellow students. Class participation constitutes a sizable portion of your final course grade and includes two fundamental areas: study materials (reading/media) and discussion boards (student interaction).

1. **Study Materials:** Thoroughly engaging with course readings, audio/video materials, online articles, and other resources is integral to your academic growth. It is imperative to complete these study materials before tackling graded assignments and initiating discussion board contributions for each lesson. Although Moody may not mandate reporting your reading/media engagement, adherence to the **Course Honor Code & Professional Conduct Statements** listed below necessitates active involvement with course content.
2. **Discussion Boards:** Discussion boards serve as platforms for collaborative learning and peer interaction, essential components of graduate-level education. Failure to participate in discussion boards deprives oneself and peers of valuable learning opportunities. Such disengagement is detrimental to the learning community. Late postings on discussion boards will not receive credit unless the student obtains the instructor's approval. Your presence in discussions must be substantive.

Without specific instructions to the contrary, adhere to this schedule regarding discussions:

- **Initial Post:** Post your initial response to the discussion question by Friday, 11:59 pm CT (Central Time).
- **Replies:** Respond to at least two (2) different student threads by Monday, 11:59 pm CT.

B. ASSIGNMENTS: Assignments serve as the principal method for evaluating the acquisition of knowledge and skills, encompassing tasks such as papers, reports, exams, and projects. Specific guidelines for each assignment are detailed in Canvas. After completing the assignment, please save the file and submit it via the designated link in Canvas for your instructor to evaluate. Your instructor provides assignment feedback through Canvas. All assignments are due each week by **Monday at 11:59 pm CT** unless alternative instructions are provided.

Assessments

Grades for this course will consist of:

Assessment		Total Points	Percentage of Final Grade*
Class Participation: Discussion Boards (7 @ 18 pts each)		126	15%
A1-1	Video Review #1	100	4%
A2-1	Video Review #2	100	4%
A3-1	Sire Text Review Essay	100	15%
A4-1	Video Review #3	100	4%
A5-1	Video Review #4	100	4%
A6-1	Video Review #5	100	4%
A7-1	Case Study Essay	100	30%
A8-1	Final Exam	100	20%
Totals:		926	100%

***Note:** This course uses [weighted percentages](#) to determine your final grade.

The following scale determines letter grades:

Letter Grade	Percentage Equivalent	Description
A	96-100	Exceptional work
A-	94-95	Excellent work
B+	92-93	Very good work
B	89-91	Good work
B-	87-88	Above average work
C+	83-86	Average work
C	79-82	Work needs improvement
C-	75-78	Minimally acceptable work
F	<75	Unacceptable work

Turabian Writing Style Requirement

In adherence to academic standards, all written assignments for graduate courses at Moody Theological Seminary must conform to the Turabian style guidelines, **except** for students pursuing counseling and TESOL degrees, for which APA style is mandated. However, instructors may exercise discretion to waive this requirement for specific assignments, such as discussion boards, blogs, or emails. Unless otherwise specified, students must adhere to Turabian guidelines. Assignments not meeting these formatting standards may be returned for revision, potentially incurring a late penalty.

Additionally, all submitted documents must adhere to the following formatting standards:

- Font: Times New Roman, Cambria, or Century Schoolbook, at 12-point size.
- Page size: 8½ x 11 inches.
- Spacing: Double-spaced.
- File format: Microsoft Word document (.doc or .docx) only.

Please note that assignments submitted in formats other than those specified will be rejected and may incur a late penalty upon resubmission. It is imperative to consult the latest version of the Turabian style guide, *A Manual for Writers of Research Papers, Theses, and Dissertations*. A [“Citation Quick Guide”](#) is available online.

Course Honor Code & Professional Conduct Statements

Course Honor Code

You must maintain the highest ethical and moral standards at Moody Theological Seminary in your quest for academic excellence. Therefore, you commit not to cheat, steal, or claim credit for the ideas and words of others. You commit to respect the intellectual property of others and will always acknowledge the authorship of intellectual property in all forms. By participating in this course, you acknowledge you have read this syllabus and agree to abide by it.

Professional Conduct

Moody Bible Institute online students are expected to conduct themselves in a manner conducive to continued growth toward biblical and spiritual maturity. You are expected to access classes regularly, interact with the required readings and media, and be fully prepared and engaged. You are expected to act professionally and with a high degree of ethical conduct while applying yourself fully to the job of learning. All communications are expected to be conducted professionally in assignments, email, or Discussion Boards, whether oral or written. Consult the [Student Handbook](#) for further details on distance learning/online students on the “Code of Conduct for Online and Non-Residential Students.”

You must know and observe all institute policies and procedures and keep up with this class by reading the information posted on the Announcement page and emails sent to your official *Moody.edu* email address.

Academic Integrity and Penalties for Academic Misconduct

Academic integrity requires students to be responsible and honest in fulfilling their academic work. Assignments, examinations, and other educational requirements are intended to foster student learning. Students are expected to submit original work, to use appropriate citations giving credit to the ideas or words of another person, and to refrain from cheating of any kind.

Cheating

Cheating is any act (whether successful or attempted) in which a student is dishonest or seeks to gain an unfair advantage on an assignment, quiz, paper, examination, class, etc. Some common forms of cheating include, but are not necessarily limited to:

- Using unauthorized material during an examination or other assignments
- Submitting the same assignment in more than one class
- Lying to an instructor to obtain an excused absence, extension on an assignment, makeup examination, admission to a class or program, etc.
- Inappropriate collaboration on classroom assignments
- Assisting others in academic misconduct

Plagiarism

Plagiarism is taking the ideas or words of another person and presenting them as one's own, whether intentional or unintentional. Intentional plagiarism is unethical and constitutes a serious infraction of academic policy. When the words or ideas of others are used, proper credit must be given, either in a footnote or in the text.

Penalties for Academic Misconduct

First Offense: automatic failure of any and all assignments, quizzes, examinations, or class requirements in which academic misconduct occurred. The instructor of the course will notify the Academic Standards Committee via the registrar with an explanation of the situation. Discretion is given to the Academic Standards Committee and the Academic Dean to impose more strenuous penalties. The violation will remain on record, and information concerning the incident will be communicated to all instructors.

Second Offense: automatic failure of any and all assignments, quizzes, examinations, or class requirements in which academic misconduct occurred. The instructor of the course will notify the Academic Standards Committee via the registrar. Discretion is given to the Academic Standards Committee and the Academic Dean to determine an appropriate penalty with a minimum penalty of failure of a course and a maximum penalty of suspension or dismissal. A record of the violation goes into the student's file. The Academic Dean will notify the faculty of the results of this process.

ADA Compliance Statement

Moody Bible Institute and Moody Theological Seminary comply with the Americans with Disability Act (ADA) and Section 504 of the Rehabilitation Act by providing appropriate accommodations to qualified students with disabilities. For modifications or adaptations, please contact the Student Resource Center's disability services provider before or within the first two weeks of the semester. Accommodations are not retroactive. Contact our disability services office at studentresourcecenter@moody.edu.