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# CO 601 Counseling Theories and Techniques

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## CO 601: Counseling Theories and Techniques Autumn 2005

**Tuesdays & Thursdays, 4:00-5:15 pm**

**Stanger Hall 404**

**3 credits**

### **Janet B. Dean, Ph.D., Instructor**

Affiliate Faculty in Counseling and Pastoral Care

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#### **Course Objectives:**

In this course, we will be surveying classical and contemporary theories of counseling. We will cover the major traditions within the psychodynamic, humanistic and behavioral fields because these three broad bases provide the fundamental frameworks from which most theories derive. We will also begin the process of appraising these traditions from a Christian perspective. How does our understanding of theology influence and determine our use of these secular theories of counseling? We will consider several topics -- the integration of theology and psychology, assumptions about human nature and theories of personality, the development of dysfunction and other problems, the nature of change, techniques and application of each theory.

#### **Course Goals:**

At the end of this course, you should be able to:

1. Describe the major theories of counseling within the various traditions, especially the psychodynamic, humanistic and behavioral traditions;
2. Identify the skills, attitudes, and techniques necessary to effective counseling according to the various psychological traditions;
3. Understand how a person's personal experiences, philosophy, personality, and culture shape theoretical perspectives;
4. Provide a Christian appraisal of the various psychological theories by being able to identify points of continuity and discontinuity between theology and psychological theory;
5. Articulate an "early version" of your own model of counseling based upon your theological assumptions and study of counseling theories.

#### **Required Texts:**

Corsini, R. & Wedding, D. (2005). *Current psychotherapies*. (7<sup>th</sup> edition). Itasca, IL: Peacock Publishers.

Jones, S. L. & Butman, R. E. (1991). *Modern psychotherapies: A comprehensive Christian appraisal*. Downers Grove, IL: Intervarsity Press.

#### **Recommended Texts:**

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

McMinn, M. R. & Phillips, T. R. (2001). *Care for the soul: Exploring the intersection of psychology and theology*. Downers Grove, IL: Intervarsity Press.

Lecture outlines from ATS intranet. [Print them with room to take notes.]

**Prerequisite / Enrollment Limits:** Some experience with psychological theories / No more than 30 students

**Course Requirements:****1. Participation**

You are expected to **attend** all classes and **participate** in all class related activities and discussions. You should only be absent in emergencies—illness, family death, or similar unavoidable situations. Emergencies DO NOT include attending to church work or other employment. Therefore, if you miss 4 or more class sessions, you will not receive a passing grade. Poor participation will hurt your grade. And, you are responsible for *signing the attendance sheet* regularly. If you fail to sign, it will count as an absence. Also note that arriving significantly late to class or leaving significantly early will count as an absence ... even if you sign the attendance sheet.

**2. On-Line Discussion of Counseling Scenarios (10% of final grade) Due: As Assigned**

Students will be assigned to groups to be involved in on-line discussions of cases relevant to the theories discussed in class. Assigned leaders will initiate discussion for each case; each student will be required to make three comments on each case. More details will follow in class.

**3. Philosophy of Integration Paper (15% of final grade) Due: September 27**

Prepare an interaction/reflection paper (not a research paper) of approximately 5 pages in length that attempts to describe your "philosophy of integration" (i.e., how do you see the Bible, Christian theology, and spirituality relating to therapeutic psychology and counseling?). Appropriate sections in the required course texts should provide you with the framework and sources for interaction and reflection. This paper is intended for you to think about and articulate your understanding of integration.

**4. Group Presentation and Brief Demonstration of a "Christian/Spiritual" Counseling Approach (15% of final grade) Due: As Assigned**

Student groups (3-4 students per group) will make a class presentation and mini-demonstration of a technique(s) of a particular "Christian/Spiritual" counseling approach of their choosing. The presentations will be approximately 35-45 minutes in length. The presentations must include both a teaching component and a demonstration of a particular technique(s) in a role-play context. The group should prepare a handout outlining the critical points of the presentation and the technique(s) demonstrated. Class interaction will follow presentation and demonstration.

The class presentation should incorporate the following items:

- a. A brief summary of the theory/approach
- b. View of personality, spirituality, health and abnormality
- c. Counselor's stance/role
- d. Technique(s) to be demonstrated
- e. Demonstration of technique(s) in a brief role-play context (no more than 15 minutes)
- f. Therapeutic purpose of the technique(s)
- g. Critique of the theory/approach from both psychological and Christian faith perspectives.

**5. Integrative Theory Paper (20% of final grade) Due: December 1**

Prepare a research paper of approximately 12-14 pages in length that compares and contrasts the three main schools of counseling theory – psychoanalytic, humanistic, and cognitive-behavioral. The paper should conform to the style and form set forth in the APA Publication Manual. The paper should incorporate the following items:

- a. General descriptions of the theory
- b. Origins of the theory
- c. Philosophical assumptions
- d. Views of personality
- e. Views of health
- f. Views of abnormality
- g. Models of counseling/psychotherapy
- h. Strengths & weaknesses from scientific perspective
- i. Congruencies and incongruencies with Christian faith
- j. Which model best fits you and why

**6. Examinations (40% of final grade)****Due: October 18, December 12**

The two examinations will cover the reading and materials discussed in the class. They will each cover half of the material of the course. The examination will be divided into the following parts:

Part One will essentially be objective and will include multiple-choice and matching.

Part Two will be a few short answer questions.

Part Three will focus on application and involve the analysis of a case from one theoretical perspective.

**Course Evaluation:**

The grading guidelines found in the 2005-2006 catalog will be used for grade assignment.

A	93	B	83	C	73	D	63
A-	90	B-	80	C-	70	D-	60
B+	87	C+	77	D+	67	F	below 60

**Course Policies**

- *Attendance.* Attendance is essential for understanding and processing the material. Students are expected to attend all class meetings, however, one unexcused absence will be permitted. Work that is missed due to any excused absence (hospitalization or serious illness, institutionally approved group event or travel, death or serious illness of a family member, or other unusual circumstance) will be permitted to be made up. Per the college policy, appropriate written documentation should be provided. You are responsible for signing the attendance sheet regularly. If you fail to sign, it will count as an absence.
- *Submitted Written Papers.*
  - *Paper Labeling.* All papers should have your name and your SPO number on them.
  - *APA Format.* All written material should conform to style and form set forth in the Publication Manual for the American Psychological Association, 5<sup>th</sup> ed. Also, all written material should be produced with a standard 12-point font, typed, double-spaced with a one-inch margin.
  - *Writing Quality.* Grades for written material will be partially based on quality of writing, clarity of thought, and logical development.
  - *Form.* Written materials may be submitted either in electronic or printed form by the due date. Electronic submissions should be Word documents or text documents attached to an email. A receipt will be sent via email; if you do not receive a receipt, check on your submission.
  - *Timeliness.* Students should submit written material on time; late papers will receive no written comments and the grade will be reduced.
- *Self-Disclosure.* In class interactions, some self-disclosure and personal examination may occur; this should be kept appropriate to the classroom situation. These interactions fall under the umbrella of confidentiality and members will be expected to abide by this ethical standard.
- *Incompletes.* Thinking about incompletes? Seminary guidelines indicate that "A grade of 'I' denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment" (*Catalog*, 29). Incompletes will only be granted in extreme situations, so be sure to plan for ordinary emergencies and busyness.
- *Withdrawals.* If you decide to withdraw from the course, you should file forms in the Registrar's Office according to seminary deadlines.
- *Academic Dishonesty and Student Behavior.* Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom are required. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s).
- *Problems.* If you are having difficulty in this course for ANY reason, please speak to me as soon as possible.
- *Special Needs.* All materials can be made available in alternate formats. Please inform me of any special needs you may have.

- *Scheduling.* The instructor reserves the right to make modifications to the course schedule as necessary.

## Course Schedule

<b>Week of Study/Date</b>	<b>Units of Class Sessions and Assignments</b>
September 6, 8	Introduction; Definition of Counseling and Theory; Principles of Integration READ: Corsini & Wedding (C/W) Ch. 1, Jones & Butman (J/B) Intro, Ch 1-2, <i>McMinn &amp; Phillips (M/P) Intro, Ch. 1-2, 10, 13</i>
September 13, 15	Psychoanalysis READ: C/W Ch. 2 J/B Ch.3 <i>M/P Ch. 8</i>
September 20, 22	Contemporary Psychodynamic Theories; Analytical Psychotherapy (1) READ: C/W Ch. 4 J/B Ch. 4-5
September 27, 29	Analytical Psychotherapy (2) READ: C/W Ch. 4 J/B Ch. 5 <i>M/P Ch. 7</i>
October 4, 6	Person-Centered Psychotherapy; Gestalt Therapy (1) READ: C/W Ch. 5, 10 J/B Ch. 10, 12 <i>M/P Ch. 7</i>
October 11, 13	Gestalt Therapy (2); Existential Psychotherapy READ: C/W Ch. 10, 9 J/B 12, 11 <i>M/P Ch. 9, 14</i>
October 18	Exam
October 20	Work on Group Projects
October 25, 27	Adlerian Therapy READ: C/W Ch. 3 <i>M/P Ch. 9, 14</i> Group Presentations - Healing of Memories (e.g., David Seamands)
November 1, 3	Reality Therapy READ: C/W Ch. 7 J/B Ch. 9, 6 Group Presentations - Freedom in Christ (e.g., Neil Anderson)
November 8, 10	Behavior Therapy READ: C/W Ch. 7 J/B Ch. 6 <i>M/P Ch. 6</i> Group Presentations - Tell Yourself/Others the Truth (Backus)
November 15, 17	Cognitive Therapy—Beck; Rational Emotive Behavior Therapy—Ellis READ: C/W Ch. 8, 6 J/B Ch. 8, 7 Group Presentations - Biblical Counseling (e.g., pre- 1990 Larry Crabb)
November 22, 24	READING WEEK – GIVE THANKS TO GOD FOR HIS MANY BLESSINGS!
November 29, December 1	Solution-Focused Therapy; Multimodal Therapy READ: C/W Ch. 11 J/B Ch. 15 Group Presentation - Theophostic (e.g., Ed Smith)
December 6, 8	Family Therapy READ: C/W Ch. 12 J/B Ch. 14 <i>M/P Ch. 3, 17</i> Group Presentation - Nouthetic/Biblical Counseling (e.g., Adams, Powlison)
December 12-16 TBA	FINAL EXAM