

Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

Syllabi

eCommons

1-1-2006

CO 601 Counseling Theories and Techniques

Stephen P. Stratton

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Stratton, Stephen P., "CO 601 Counseling Theories and Techniques" (2006). *Syllabi*. Book 1270.
<http://place.asburyseminary.edu/syllabi/1270>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

COUNSELING THEORIES AND TECHNIQUES

CO 601 (3 hours) 4-5:15 PM
Fall Semester, 2006
Professor: Stephen P. Stratton, Ph.D.
Licensed Psychologist

Office: Stanger 413, 859-858-2289
Office Hours: Tu/Th 2:30-4:00 PM
Email: steve_stratton@asburyseminary.edu

REQUIRED TEXTS:

- Corsini, R. J. & Wedding, D. (2005). *Current psychotherapies, 7th Ed.*, Belmont, CA: Brooks Cole.
- Jones, S.L. & Butman, R.E. (1991). *Modern psychotherapies*. Downer's Grove, IL: Intersivity Press.
- Johnson, E.L. & Jones, S.L. (2000). *Psychology and Christianity: Four views*. Downers Grove, IL: Intersivity Press

AIMS AND 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 do the following:

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.
6. Begin to consider the integration of counseling, theology, and spiritual formation in a manner that unites faith and practice.

COURSE REQUIREMENTS:

Readings Assignments - Each student is expected to complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assigned readings and workbook assignments. *Informed* participation is expected and considered in your final grade.

Examinations (305 points total) - Four exams (60 points each) will be given during the semester on Sept. 28, Oct. 19, Nov. 9, and Dec. 5. The final examination (65 points) on December 11 (1:00-3:00 PM) will be cumulative. In addition at the final all students must also hand in a copy of their "Rule of Life."

All exams are required, and no make-up exams will be given unless previously arranged. Exams will consist of any and all types of objective and subjective questions.

Group Theoretical Critique (60 points total) - Six group papers (10 points each) that weigh the pros and cons of each counseling theory from a Wesleyan perspective are to be developed. Groups will interact via discussion e-mail groups. Each group member must contribute to each e-mail discussion by adding at least two substantive comments about pros or cons of the theory. A group critique is to be brought to class on the last day the theory is discussed in class. In class, two groups will be randomly selected to present their critique. *No papers are accepted after the class period in which they are due.*

Reflection/Formation Papers (80 points) - Two papers (three-pager, 20 points; four pager, 55 points) will be completed by Sept. 26 and Dec. 7.

The *first reflection paper* should be constructed by choosing one of the four integrative positions presented in Psychology and Christianity: Four Views (Myers, Collins, Roberts, or Powlison) that is closest to your way of thinking now. You are to describe the advantages of your choice and critique the other perspectives from this point of view. In essence, explain what it is that makes sense to you about your choice and then tell why it is better than the other views. Be sure to defend your choice both psychologically and scripturally.

The *second formation paper* should be constructed to provide your own introductory theoretical "roadmap," after being in dialogue all semester with past and present psychological theoreticians. This paper can become part of your Formation Portfolio. The paper itself paper relates specifically to one of the Foundations for Christian Formation, that being Church and Academy. As stated on page 21 of the document, *Christian Formation of Students at Asbury Theological Seminary*, "an essential step in holistic formation is for individuals and faith communities to become aware of the self-referenced tendencies inherent to our individual and corporate human condition." Your learning in this class should contribute to a growing awareness of how to engage the human condition - emotionally, cognitively, spiritually, and physically.

In the paper you should plan to define Christian counseling from your perspective. Your paper should explain (1) who human beings are, (2) what is the human problem, (3) what creates the opportunity for human change, (4) the counselor role in the change process, and (5) the counseling techniques that promote change. In the conclusion of your paper, you will need to identify what therapeutic perspective (psychodynamic, humanistic, or

behavioral/cognitive) is closest to your developing “road map” and why. You should also include a section that identifies the reasons for your rejection of the other theories.

No late papers are accepted for these assignments. They will be returned without grading.

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 ATS policy, appropriate written documentation should be provided.

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, 5th 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 not be graded.

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.

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

GRADING:

Your final grade will be computed from the point totals associated with the above class requirements. There are **440 total points possible**. On the basis of this cumulative total, your final letter grade will be assigned as follows:

A:	100-95% = 440-418 points
A-:	94-92% = 417-405 points
B+:	91-89% = 404-392 points
B:	88-85% = 391-374 points
B-:	84-82% = 373-361 points
C+:	81-80% = 360-352 points
C:	79-75% = 351-330points
C-:	74-70% = 329-308 points
D:	69-60% = 307-264 points
F:	59% and below = 263 points and less

