CO 601 Counseling Theories and Techniques

Javier Sierra

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The following is to be completed before the start of class: Reaction Paper, A five-page long paper, APA style, with your personal reactions of the reading of “The Wounded Healer”. Please refer to the description below.

Course Objectives:
In this course, we will be surveying classical and contemporary theories of counseling. We will review 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, with special emphasis on understanding how theology influences and determines 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, and ethical issues related to the practice of counseling.

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;
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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:**


**Required Articles:**


**Recommended Texts:**


**Course Policies:**

Attendance is required and essential for understanding and processing the material. Because of the intensive nature of this course, no absence or missed work due will be
accepted. Arriving more than one-half hour after class begins or leaving more than one-half hour before the class ends will significantly affect your final grade.

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.

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes or reading materials for the class. Activities like checking e-mail, chatting, browsing the net or alike, during class time, are not allowed.

Informed participation is expected and considered in your final grade. Please pay attention to readings due the first day of class.

Written Papers should followed the following guidelines:

All papers should have your name and your SPO number on them.

All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin. Please spend time reviewing the APA publication manual to become familiar with this style.

As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.

Written materials should be submitted in printed form (or otherwise requested) by the due date. Although late papers will be accepted, they will receive fewer written comments and lower grades by 1/3 of the final grade per day.

In this course some self-disclosure and personal examination should be expected. This information is confidential and must be treated with respect.

Gender Inclusive Language is required for all papers when referring to humanity (i.e., humanity sinned, not just man; Jesus died for humankind, not just mankind.). Refer to the 5th edition of the APA Publication Manual for guidance on gender inclusive language for humanity. Papers that fail to use gender-inclusive language will incur an automatic 1/3 grade reduction.

Feedback on assignments will be timely and substantive:

Timely: For assessments of student’s work during the course of the academic term, the expectation of “timely” feedback is met when students have their work marked, graded, and returned within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Because of the nature of this course research papers will be returned electronically a week after the final day of class, and in PDF format.
Substantive: For assessments of student work during the course of the academic term, the expectation of “substantive” feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work. If for any reason a student feels she/he is not getting enough feedback of her/his work, the instructor should be approached and notified.

Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. 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).

Regarding incomplete work, 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. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F.”

Exchange of papers, questions and all other written information related to our course would be managed through the course’s webpage in Moodle. The following information can help you find the support for any technical questions you may have related to the use of that resource.

Virtual Support Contact Information:

For technical support, library research support, library loans, and Virtual media contact Information Commons: Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Virtual program, contact Dale Hale: ExL_Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials
1. General Questions:
   a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: http://www.asburyseminary.edu/information/hours.htm
2. Materials Requests:
   a. To search the library catalog for available materials, click here: http://www.asburyseminary.edu/information/index.htm
   b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary’s Library. Please allow 3-
10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50-mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to http://www.asburyseminary.edu/information/index.htm and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0’s to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Copyright Policies

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

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Course grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>95+</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>D+</td>
<td>67</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
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</table>
Course Requirements:

1. Participation and Group work (20% of final grade)
   You are expected to attend all classes and actively participate in all class related activities and discussions. If you miss 1 or more class sessions, you will not receive a passing grade. If you miss one half day, you will receive a significantly lower grade. Poor participation will hurt your grade. All students will be divided in groups at the beginning of the course.

2. Individual Theory/Research Paper (35% of final grade) Due: August 30
   Prepare a research paper of approximately 13-15 pages in length on a counseling theory of your choosing. You will submit this paper electronically. In this paper you will identify what therapeutic perspective (e.g. psychodynamic, humanistic, family systems or behavioral/cognitive) is closest to your own professional development and explain why. You need to choose from the different approaches discussed in your texts. This should be considered your first formal attempt to articulate your thoughts about a particular approach to counseling.
   The paper should incorporate the following items:
   - Origin and a general description of the theory with its philosophical assumptions
   - View of personality and human development
   - View of health
   - View of abnormality
   - Understanding of counseling/psychotherapy, change, and the role of the counselor
   - Strengths, weaknesses, and congruence with Christian faith

3. Reaction Paper (10% of final grade) Due: First day of class
   A five-page long paper with your personal reactions of the reading of “The Wounded Healer”. Please include thoughtful comments of every one of the sections of the book. This paper is not supposed to be a copy of parts of the book but rather a thoughtful collection of your reactions to what the author says. APA style.

4. Cumulative Examination (30% of final grade)
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A brief quiz will be presented after each class. Each group will develop a number of questions based on the readings and discussions of the day. Those questions will serve as reference for reviewing the material. The instructor will choose from that pool of questions the ones for the quiz. Grades will accumulate for a final grade at the end of the course.

5. Christian Formation Paper (5% of final grade)  
Due: August 30
You will need to write your own Rule of Life. More instruction will be provided.

Instructor reserves the right to change this schedule of class topics and assignments any time during the term.

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 20</td>
<td>Introduction; Definition of Counseling and Theory; Principles of Integration; Psychoanalysis &amp; Psychodynamic Theories; Analytic Psychotherapy</td>
<td>Sharf, chapter 1, 2, 3; Jones &amp; Butman, chapters 1-5; “The Wounded Healer” due</td>
</tr>
<tr>
<td>August 21</td>
<td>Existential Therapy; Person-Centered Psychotherapy; Adlerian Therapy; Gestalt Therapy</td>
<td>Sharf, chapter 4, 5, 6, 7; Jones &amp; Butman, chapters 9-12</td>
</tr>
<tr>
<td>August 22</td>
<td>Behavioral Therapy; Reality Therapy; Cognitive Therapy; Rational Emotive Behavior Therapy</td>
<td>Sharf, chapter 8 - 11; Jones &amp; Butman, chapter 6-8</td>
</tr>
<tr>
<td>August 25</td>
<td>Constructivist Therapies; Family Therapies; Feminist Therapy</td>
<td>Sharf, chapter 12 - 14; Jones &amp; Butman, chapter 14</td>
</tr>
<tr>
<td>August 26</td>
<td>Multicultural &amp; Non-Western Therapies; Eclectic Therapy; Multimodal Therapy</td>
<td>Sharf, chapter 15 - 17; Jones &amp; Butman, chapters 15-16; Sue, Arredondo &amp; McDavis article</td>
</tr>
</tbody>
</table>
## Research Paper Rubric

<table>
<thead>
<tr>
<th>Factor</th>
<th>Superior Paper</th>
<th>Competent Paper</th>
<th>Weak Paper</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Demonstrates the author’s ability to conduct and present graduate-level research, i.e., uses current primary data (nothing older than 10 years, unless the reference is a “classic” source); selects data appropriate to the topic and the aims of the paper; employs a valid balance of journal articles to books. References include empirical articles, theoretical articles, and books written for professional audiences. Solid documentation is evidenced by using a substantial number of sources (more than 10 references).</td>
<td>Demonstrates the author’s emerging ability to conduct and present graduate-level research. Begins to show fluency dealing with empirical and theoretical data. Considers relevant data from scholarly journals and books, without undue reliance on books. Uses data that has been published within the past 10 years, unless the source is a classic reference. Avoids citing secondary sources [quoting someone in another book]. The minimum references needed to write a workable paper were used (no fewer than 10 references).</td>
<td>Research seems like a hodge-podge of the most easily accessible sources. Many are not centrally relevant to the topic. Many are not scholarly works, but are written for the popular market. Heavy reliance on books with little to no attention given to the most current empirical research on the topic (journals). No new insight is offered. Writing style lacks fluidity and consistency. Too few references are cited (10 references or less).</td>
<td>Scale: 0-20 pts, Expectation for “B” = 16 pts.</td>
</tr>
<tr>
<td><strong>Use of Clinical Thinking</strong></td>
<td>Accurately identifies, defines and uses salient clinical concepts for the selected topic. Author clearly understands the concept and how it is manifested in the psychopathology under consideration. Concepts are fully integrated into the discussion.</td>
<td>Accurately defines the clinical concepts that are used. Author shows moderate understanding of the concepts and how they are manifested.</td>
<td>Inaccurately defines and deploys clinical concepts. Important and relevant concepts are missing from the discussion.</td>
<td>Scale: 0-20 pts. Expectation for B = 16 pts.</td>
</tr>
<tr>
<td><strong>Critical Engagement</strong></td>
<td>Demonstrates graduate-level engagement with scholarly resources. Author employs research data to present the thesis of the paper. Scholarly works are compared and contrasted. Independence of thought is demonstrated through the author’s presentation of his/her own evaluation and opinion on the topic, supported by appropriate data. The author uses in-text citations when presenting data that is obviously not the author’s own. The author succinctly summarizes the opinions of others rather than relying on direct quotes.</td>
<td>Demonstrates emerging critical engagement with scholarly resources. Data is presented accurately, but does not include a critical comparison of sources. The author may sometimes represent the work of others as his or her own thinking. The paper displays an appropriate use of direct quotes.</td>
<td>Has the appearance of a collage of the opinions of others without critical reflection. Data presented does not work together to form a coherent whole or to build a case for the author’s thesis.</td>
<td>Scale: 0-40 pts. Expectation for B = 32 pts.</td>
</tr>
</tbody>
</table>
## CO 601 Counseling Theories and Techniques

### Expectations for writing a Research Paper

1. The Publication Manual of the APA is the only criteria you should follow when writing your paper. Please get a copy of this manual or go to the APA website to see the resources they have available there.

2. Papers should be limited to the length stated in the syllabi. Writing succinctly and clearly is one of the key characteristics of a graduate level education. The length excludes the cover page and reference list. The instructor will not read any pages that exceed the length requested and the paper will be graded based on the requested pages only.

3. All papers include a cover page, the body of the paper, and a reference list. There is no need for an abstract. Your cover page should include your name, SPO number, your paper’s title and our institution’s name (please follow APA style).

4. Use 12 cpi font with 1” margins all around. Double space. Paginate.

5. In APA style there must be 100% agreement between your reference list and your use of in-body citations. In other words, there should be an in-body citation for every item in your reference list.


7. Your research should include only current literature, which is defined as that written since 1997. The paper must include a minimum of 10 references. Magazines (Newsweek, Time, Psychology Today, Ladies Home Journal, etc.) do not count as scholarly journals therefore they only count as additional information. Web-based references must come from journals whose contexts have been placed on the web.

### Table: Grading Criteria

<table>
<thead>
<tr>
<th>Factor</th>
<th>Superior Paper</th>
<th>Competent Paper</th>
<th>Weak Paper</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>The organization enhances the author’s case. The paper includes an introduction and a conclusion that are coherent with the body of the paper. Thoughtful transitions link sections of the paper together in a logical way. Sequencing is logical and effective for making the author’s case.</td>
<td>The organization is workable and does not detract from the author’s case. It has recognizable introduction and conclusion. Transitions often work well, but are fuzzy at other times. Sequencing shows some logic, but is not under control enough that it consistently supports the ideas.</td>
<td>The organization lacks a clear sense of direction and focus. The relationships between ideas are not clear. Data seems strung together in a random or haphazard fashion.</td>
<td>Scale: 0-10 points</td>
</tr>
</tbody>
</table>

### Table: Presentation

| How well written and typed is your paper? | A superior research paper is presented in a professional manner in terms of spelling, sentence, and paragraph construction, and use of appropriate /form style. The paper follows APA style accurately and consistently. | A competent research paper shows only minor and infrequent errors in spelling, grammar, and form/style. | A weak research paper contains major grammatical errors, with no real attempt at proof-reading or spell-checking. Does not conform to appropriate form/style criteria. | Scale: 0-10 points | Expectation for B = 8 pts |

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8. The REFERENCE list [not bibliography] at the end of your paper denotes everything that you cited in the body of your paper. In other words, all references should show up at least once in the text of your paper (and not necessarily as a direct quote!) and the bibliographic data is given at the end of the paper in the Reference list.

9. Do not make your paper a series of quotes! Use direct quotes sparingly. Instead, paraphrase important concepts and then cite the source. If you have questions about this, see the current edition of the American Psychological Association Publication Manual.

10. Do not make your paper a serial book report. An integration of sources yields a better paper. Serially summarizing authors’ work without critique, comparison, or evaluation yields a mediocre grade.

11. Your paper needs to start with an introduction, which states the purpose of it and describes the major movements of your presentation [tell me what you are going to write about]. Conclude your paper with a well-written paragraph or two that restates your purpose and reviews the flow of your work [tell me what you wrote about].

12. Check and double-check your spelling and grammar. Have somebody else read your paper before you submit it.