CO 601 Counseling Theories and Techniques

Stephen P. Stratton

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**Course:** CO601 O1 (SP 2009)  
**Title:** Counseling Theories/Techniques  
**Hours:** 3.00  
**Published:** Yes, on 11/26/2008  
**Prerequisites:**  
None

**Department:** Counseling  
**Faculty:** Dr. Stephen Stratton

Email: steve.stratton@asburyseminary.edu  
Office: SH  
SPO: 934

**Meetings:**  
During 02/09/2009 to 05/22/2009 on Friday from 9:00a to 11:45a in EXLEXL.

**Maximum Registration:** 5  
**Catalog Description:** A survey of classical and contemporary theories of counseling. Attention is given to theories of personality, the development of dysfunctional problems, techniques, and application of each theory. Students will develop their view and model of counseling based upon their theological assumptions and their study of counseling theories. Readings, lectures, and role-playing are part of the course's methodology.

**Objectives:**

**COUNSELING AND PSYCHOTHERAPY I**

**COUNSELING THEORIES AND TECHNIQUES (DL)**

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<th>CO 601 (3 hours) Friday, 9-11:45 AM</th>
<th>Office: Stanger 413, 859-858-2289</th>
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<tbody>
<tr>
<td>Spring Semester, 2009</td>
<td>Office Hours: Tu/Th 2:30-4:00 PM</td>
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<tr>
<td>Professor: Stephen P. Stratton, Ph.D.</td>
<td>Email: <a href="mailto:steve.stratton@asburyseminary.edu">steve.stratton@asburyseminary.edu</a></td>
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**REQUIRED TEXTS:**


**AIMS AND OBJECTIVES:**

In this distance learning (DL) 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 (240 points total) - Four exams (60 points each) will be given during the semester on March 6, March 27, April 24, and May 15.
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 theological 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/Formal Papers (100 points) - Three papers (three-pager, 30 points; two-pager, 20 points; four pager, 50 points) will be completed by Feb. 23, March 16, and May 4, respectively. No late papers are accepted for these assignments. Late papers will be returned without grading.

The first reflection paper should be three pages and 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 is a “rule of life.” This two page paper will be explained in class and will become part of your Christian Formation Portfolio. The paper itself relates specifically to one of the Foundations for Christian Formation, that being Personal and Social Holiness. As stated on page 12 of the document, Christian Formation of Students at Asbury Theological Seminary, “formation in the image of Christ is becoming a person both radically abandoned to God in love (personal holiness) and cruciformly available to God for others (social holiness).” Your “rule of life” will be your current plan that creates the conditions for growth in personal and social holiness. It impacts your moral and ethical attitude toward the work that you are training to do.

The third 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 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.
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 ATS 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

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 the 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.’ ” (See ATS 2005-06 Catalog)

GRADING: Your final grade will be computed from the point totals associated with the above class requirements. There are 400 total points possible. On the basis of this cumulative total, your final letter grade will be assigned as follows:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points Range</th>
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<tr>
<td>A</td>
<td>100-95%</td>
<td>400-380</td>
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<td>A-</td>
<td>94-92%</td>
<td>379-368</td>
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<tr>
<td>B+</td>
<td>91-89%</td>
<td>367-356</td>
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<tr>
<td>B</td>
<td>88-85%</td>
<td>355-340</td>
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<tr>
<td>B-</td>
<td>84-82%</td>
<td>339-328</td>
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<td>C+</td>
<td>81-80%</td>
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<td>C</td>
<td>79-75%</td>
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<td>C-</td>
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<td>D</td>
<td>69-60%</td>
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<td>F</td>
<td>59% and below</td>
<td>239 points and less</td>
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Asbury Seminary defines grades using the following criteria (see ATS 2005-06 Catalog):

- **A** = Exceptional work: surpassing, markedly outstanding achievement of course objectives
- **B** = Good work: strong, significant achievement of course objectives
- **C** = Acceptable work: basic, essential achievement of course objectives
- **D** = Marginal work: inadequate, minimal achievement of course objectives
- **F** = Unacceptable work: failure to achieve course objectives

A plus (+) or minus (-) indicates positions between categories (for example, B+ = very good; C- = slightly below acceptable, etc.).
ONLINE SECTION DESCRIPTIONS AND COMMUNICATION GUIDELINES

The Virtual Classroom is built upon the open-source Moodle platform. By logging into http://one.asburyseminary.edu and clicking on the Virtual Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

1. The Course Information Center contains many features to be used throughout the semester:
   a) Course News and Announcements, where I will post items important for the entire class;
   b) Syllabus, where a copy of the syllabus is provided;
   c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately;
   d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
   e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
   f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

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 XXXX = your student id).

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<td>Feb. 8</td>
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<td>Course Introduction &amp; Our Nature as Persons Gen. 2, 3</td>
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<td>Feb. 15</td>
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<td>Integration Issues, J&amp;B: Ch. 1, 2; Counseling &amp; Christianity, JJ: Ch. 1-3</td>
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<td>Counseling &amp; Christianity JJ: Ch. 4-6; Counseling as Spiritual Formation – “Rule of Life”</td>
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<td>Legal &amp; Ethical Issues in Counseling, C: Ch. 15</td>
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<td>March 8</td>
<td>Freudian Thought C: Ch. 2; Psychoanalysis, J&amp;B: Ch. 3</td>
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<td>March 15</td>
<td>2nd Paper -- Rule of Life Due</td>
<td>Object Relations J&amp;B: Ch. 4</td>
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<td>March 22</td>
<td>Adherian, C: Ch. 3; J&amp;B: Ch. 9, pp. 226-243</td>
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<td>Reading Week</td>
<td>EXAM II</td>
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<td>April 5</td>
<td>Existential Theory, J&amp;B: Ch. 11, &amp; Rogerian Thought, C: Ch. 5</td>
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<td>Person-Centered Therapy J&amp;B: Ch. 10; Perl’s Concepts, C: Ch. 10</td>
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<td>Behavioral Theory &amp; Therapy, C: Ch. 7; J&amp;B: Ch. 6</td>
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<td>Cognitive -Behavioral Theory &amp; Therapy, C: Ch. 6, 8</td>
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<td>May 10</td>
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