



# Online Course Syllabus

## CSL 515 L01.A

### Counseling Methods and Techniques

#### Spring 2019

#### Contact Information

**Instructor Name:** Dr. Tiffany M. Crayton, LPC, NCC

**Instructor Email:** tcrayton@criswell.edu

**Instructor Phone:** 405-921-8128 Personal, for emergencies.

**Instructor Office Hours:** Available as necessary. Please email professor.

#### Course Description and Prerequisites

A study of selected methods and techniques of counseling as they apply to normal and abnormal human behavior in order to aid students in identification of a preferred counseling theory based on their understanding of selected theories and self-understanding of personal values, beliefs, and personality. In addition, students are challenged to integrate their Christian worldview as it impacts the counselor and counseling relationships.

(Prerequisite may be taken concurrently: CSL 505)

#### Course Objectives

- Students will delineate and demonstrate counselor characteristics and behaviors that influence the helping process.
- Students will describe and demonstrate an understanding of essential skills for the intake interview, mental status evaluation, biopsychosocial history, mental health history, and treatment planning.
- Students will recognize suicide prevention models and strategies.
- Recall and practice procedures for identifying and reporting abuse.
- Explain the need for developmentally relevant counseling/treatment plans, including uniquely Christian counseling interventions/methods and approaches.
- Describe various mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment, and aftercare.
- Students will become better prepared to enter practice.
- Students will gain the foundation necessary for preparing for the state exam after graduation.

Recognition: This course recognizes that everyone brings assumptions (cultural, philosophical, and theological) to thinking about humans and counseling. Thus, this course is designed to help students recognize their assumptions and incorporate their understanding, as they help cultivate growth and fulfill the service of counseling in helping human beings.

#### Required Textbooks

Corey, Gerald. Theory and Practice of Counseling and Psychotherapy, 10th Edition. Cengage 2017.

ISBN: 10:1-305-26372-3.

## Course Requirements and Assignments

- 1) 60% of the grade will be earned on the two exams
  - a) 30% will be earned on mid-term exam
  - b) 30% will be earned on a *comprehensive* final exam
- 2) 20% of the grade is earned from a paper submitted in APA Style format regarding the theoretical counseling approach you most identify with. The student is responsible for being familiar with all presented counseling therapies; however, they are responsible for writing a paper regarding the counseling therapy that models their theoretical approach.
- 3) 10% for discussion boards
- 4) 10% for participation

***Two exams will be given (week four midterm and week eight final)***

**In preparation of your paper please be mindful of the following evaluation points:**

- Introduction: \_\_\_\_\_ (25 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader's attention?
- Body of the Text: \_\_\_\_\_ (25 pts.) Does the paper address the most important dimensions and key concepts regarding the topic? Does the research related to these key dimensions and issues include a "good mix" of Christian and Secular resources—both recent books and reputable journal articles related to counseling, psychology, and abnormal psychology? What does the Bible say about this specific topic? Are these sources cited according to APA style throughout the body of the paper? Are the sources cited according to APA style in the Reference section of the paper? Are the writer's thoughts clear and easy to follow throughout the body of the paper with clear transition sentences?
- Conclusion: \_\_\_\_\_ (25 pts) Does the conclusion summarize the key insights and principles? Does the paper have a conclusion that addresses the main implications and applications for mental health providers? What about the implications and applications in a church setting?
- Grammar and Style \_\_\_\_\_ (25 pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical and spelling mistakes? Is there a title page, abstract, and reference page? Is the paper typed in Times New Roman, Size 12 font, with 1-inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered? Is the paper according to APA style?
- The three to five to seven-page paper should be written in APA style format. When writing and organizing the paper, the student will create and maintain a basic structure according to APA style. The following links will help you to learn everything you need to know about APA style and format, with a sample paper provided. In addition to an APA style and critical thinking rubric:
- <https://owl.english.purdue.edu/owl/resource/560/01/>
- <https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)

- <http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)

## Course/Classroom Policies and Information

**Methods of Instruction:** This is an online course in which, quizzes, exams, assignments, and interaction with the instructor and other students occurs in an online environment. In online courses, the student must initiate the learning and the instructor must become a facilitator of the student's educational activities and progress. Since the student must take the initiative, the student should become familiar with an overview of the course material by examining all of the documents posted in Canvas. For each Section (and subsection) students should read the lecture notes, the assigned reading (e.g., textbooks and handouts), and then test their knowledge of the material read by taking a quiz and participating in a discussion group. Because this is an 8 week course instead of the traditional 15 to 16 week course, the student cannot afford to get behind. It is the expectation of this professor that if you are unable for any reason to fulfill your commitment to yourself and this course, as a professional courtesy, you are to reach out to your professor by email to communicate the occurrence in which you are unable to contribute to the course. It is important that each of us contributes to this course in order to gain the most from these techniques and methods to be of excellent service to others.

## Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades..

## Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Support**

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at [bstifle@criswell.edu](mailto:bstifle@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at [jcampbell@criswell.edu](mailto:jcampbell@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## **Distance Education**

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Distance education students can access information about Criswell College's Wallace Library at [http://www.criswell.edu/current\\_students/library/](http://www.criswell.edu/current_students/library/). The Wallace Library manual is available at [http://www.criswell.edu/current\\_students/library/library\\_handbook/](http://www.criswell.edu/current_students/library/library_handbook/).

## **Course Outline/Calendar**

<b>Date</b>	<b>Topic</b>	<b>Reading Assignments:</b>	<b>Assignment Due:</b>	<b>Exam:</b>
<b>Week One</b> <b>1/22</b>	<u>Introduction and Overview</u>  <u>Brainstorm: Identify an area in counseling that may present you with some challenges.</u>	Chapter 1  <i>The Counselor Person and Professional Chapter 2</i>  Ethical Issues in Counseling Practice Chapter 3	Discussion Board	
<b>Week Two</b> <b>1/29</b>	<u>Psychoanalytic Therapy</u>  <u>Adlerian Therapy</u>  <u>Existential Therapy</u>  <u>Listening responses, Non-verbal behavior, intake</u> <u>Six fluencing responses</u>	<i>Chapter 4</i> Review Video with Stan demonstrating Psychoanalytic Therapy  <i>Chapter 5</i> <i>Review Video with Stan demonstrating Adlerian Therapy</i>  Chapter 6 Review video with Stan demonstrating Existential Therapy	Discussion Board  Discussion Board	
<b>Week Three</b> <b>2/5</b>	<u>Person-Centered Therapy Assessing client's problems</u>  <u>Gestalt Therapy</u>  <u>Signs of Suicide</u>	Chapter 7 Review video with Stan  Chapter 8 Review video with Stan  <i>Theory in Practice: The Case of Stan (Session # 6: Gestalt Therapy)</i>	Discussion Board  Discussion Board	
<b>Week Four</b> <b>2/12</b>				<b><u>MID-TERM</u></b>

			Discussion Board	
<b>Week Five</b> <b>2/19</b>	<u>Behavior Therapy</u> <u>Cognitive Behavior Therapy</u>	Chapter 9 Review Video with Stan Behavior Therapy  Chapter 10 Review Video with Stan CBT	Discussion Board  <b><u>Chosen Theoretical Approach Paper</u></b>	
<b>Week Six</b> <b>2/26</b>	<u>Choice Theory/Reality Therapy</u> <u>Feminist Therapy</u>	Chapter 11 Review Video with Stan	Discussion Board	
<b>Week Seven</b> <b>3/5</b>	<u>Post-Modern Approaches</u> <u>Family Systems Therapy</u> <u>An Integrative Perspective</u>  <u>Working with Resistance</u>		Discussion Board	
<b>Week Eight</b> <b>3/13</b>	<b><u>FINAL</u></b>			<b><u>FINAL</u></b>