



# Online Course Syllabus

## CSL 505 L01.A

### Counseling Theories

### Fall 2020

#### Contact Information

**Instructor Name:** Crystal Brashear

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

**Instructor Phone:** (469) 474-9857

**Instructor Office Hours:** By appointment

#### Course Description and Prerequisites

Introduces students to theories of counseling from a historical, chronological, and theological perspective. The psychoanalytic, Adlerian, person-centered, humanistic-existential, cognitive-behavioral theories of counseling are identified and analyzed. Students examine each theory in light of their personal Christian worldview.

#### Course Objectives

- Understand a wide variety of divergent theories of development, personality, and learning and their relevance to counseling practice.
- Understand how specific theory-based techniques can affect different clients, including clients of divergent cultural/religious backgrounds.
- Identify psychopathology, as defined by specific theoretical perspectives, and apply a variety of strategies for facilitating psychosocial development across the lifespan.
- Determine if and demonstrate how each theory can be incorporated into a practice with a distinctly Christian worldview.
- Demonstrate an understanding of the integration of Scripture with various theories of counseling.

#### Required Textbooks

Corey, G. (2017) Theory and Practice of Counseling and Psychotherapy, 10th ed. Belmont, CA: Brooks/Cole.  
ISBN: 978-1305263727.

#### Recommended Reading

Tan, S-Y. (2011) Counseling and Psychotherapy: A Christian Perspective. Grand Rapids, MI: Baker Academic.  
ISBN:978-0801029660.

## Course Requirements and Assignments

Assignments may be completed early, but any assignment turned in after the due date will be given a "0" grade. No extra credit assignments or make-up assignments will be provided in this course. For this reason, students are advised to work on assignments early each week, rather than waiting until the last minute to complete tasks.

**Discussions (25%)** – Each week, students will respond to a graded discussion board by submitting three different posts. The initial post will be due by Wednesday at 11:59 p.m. Two response posts, offering feedback to fellow classmates' initial posts, will be due by Saturday at 11:59 p.m. Feedback should demonstrate a Christlike regard for peers and should apply critical thinking skills. In order to more closely approximate an in-class dynamic, the initial and response posts will be video discussions. A rubric for discussions is provided in Canvas.

**Quizzes (25%)** – Weekly quizzes will be objective (e.g., multiple choice, true/false, matching) and will cover the week's reading assignment. Quizzes will be timed in Canvas and will close at 11:59 p.m. on Saturday nights. Once a quiz is closed, it will not be reopened. Any incomplete quizzes will be graded accordingly. Please note that all quizzes are closed book and closed note.

**Experiential Activities (25%)** – Each week, students will complete an experiential activity designed to deepen and expand learning. These activities are designed to help the student identify a fitting theoretical orientation from which to practice counseling, based on the student's own worldview, experiences, and personality. The activities will close at 11:59 p.m. on Saturday nights. Once an activity is closed, it will not be reopened. Any incomplete activities will be graded accordingly. A rubric for experiential activities is provided.

**Term Paper (25%)** – Students are to write a 12–15 page paper (including title and reference pages) over one of the theories covered in this course. The paper should (1) summarize the basic tenants of the theory, (2) provide a brief historical background on the theorist, (3) discuss why this particular theory fits well with the student, and (4) discuss how a biblical worldview can be integrated with this theory. The paper must be written in the current APA format and include a minimum of 10 professional sources. Papers turned in after the deadline will be given a "0" grade, without exception.

## 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	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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.

## **Identity Verification**

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the professor assigns.

## **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 SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@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 the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@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

Module 1 8/17—8/22	<ul style="list-style-type: none"><li>• Read Chapter 1: Introduction and Overview</li><li>• Read Chapter 2: The Counselor: Person and Professional</li><li>• Read Chapter 3: Ethical Issues in Counseling Practice</li><li>• Watch videos in module</li><li>• Quiz 1</li><li>• Discussion 1 (initial + 2 response posts)</li><li>• Activity 1</li></ul>
Module 2 8/23—8/29	<ul style="list-style-type: none"><li>• Read Chapter 4: Psychoanalytic Therapy</li><li>• Read Chapter 5: Adlerian Therapy</li><li>• Watch videos in module</li><li>• Quiz 2</li><li>• Discussion 2 (initial + 2 response posts)</li><li>• Activity 2</li></ul>
Module 3 8/30—9/5	<ul style="list-style-type: none"><li>• Read Chapter 6: Existential Therapy</li><li>• Read Chapter 7: Person-Centered Therapy</li><li>• Watch videos in module</li><li>• Quiz 3</li><li>• Discussion 3 (initial + 2 response posts)</li><li>• Activity 3</li></ul>

Module 4 9/6—9/12	<ul style="list-style-type: none"> <li>• Read Chapter 8: Gestalt Therapy</li> <li>• Read Chapter 9: Behavior Therapy</li> <li>• Watch videos in module</li> <li>• Quiz 4</li> <li>• Discussion 4 (initial + 2 response posts)</li> <li>• Activity 4</li> </ul>
Module 5 9/13—9/19	<ul style="list-style-type: none"> <li>• Read Chapter 10: Cognitive Behavior Therapy</li> <li>• Read Chapter 11: Choice Theory/Reality Therapy</li> <li>• Watch videos in module</li> <li>• Quiz 5</li> <li>• Discussion 5 (initial + 2 response posts)</li> <li>• Activity 5</li> </ul>
Module 6 9/20-9/26	<ul style="list-style-type: none"> <li>• Read Chapter 12: Feminist Therapy</li> <li>• Read Chapter 13: Postmodern Approaches</li> <li>• Watch videos in module</li> <li>• Quiz 6</li> <li>• Discussion 6 (initial + 2 response posts)</li> <li>• Activity 6</li> </ul>
Module 7 9/27—10/3	<ul style="list-style-type: none"> <li>• Reach Chapter 14: Family Systems Therapy</li> <li>• Read Chapter 15: An Integrative Perspective</li> <li>• Watch videos in module</li> <li>• Quiz 7</li> <li>• Discussion 7 (initial + 2 response posts)</li> <li>• Activity 7</li> </ul>
Module 8 10/4—10/10	<ul style="list-style-type: none"> <li>• Write Term Paper</li> <li>• Contact professor for help if needed!</li> </ul>

## Selected Bibliography

- Clarke, L.K. (2013). "Counseling and Christianity: Five approaches." *Christian Scholar's Review*, 42(4), 440-443.
- Everstine, D., and L. Everstine. (2006). *Strategic interventions for people in crisis, trauma, and disaster*. Revised Ed. Oxford: Routledge.
- Hazler, R.J. (2016). Person-Centered Theory. In *Counseling and Psychotherapy: Theories and Interventions*. Eds. D. Capuzzi and M.D. Stauffer, American Counseling Association. Alexandria, VA.: Wiley Press.
- Isaki, E., B. Brown, S. Aleman, and K. Nackstaff. (2015). "Therapeutic writing: An exploratory speech-language pathology counseling technique." *Topics in Language Disorders*, 35(3), 275-287.
- Ivey, A.E., and M.B. Ivey. (2007). *Intentional Interviewing and Counseling*. (6th ed.). Belmont, CA.: Thompson Brooks/Cole.
- Keller, S.M. and L.R. Helton. (2010). "Culturally competent approaches for counseling urban Appalachian clients: An exploratory case study." *Journal of Social Service Research*, 36(2), 142-150.
- Kirschenbaum, H. (2004). "Carl Rogers' life and work: An assessment on the 100th anniversary of his birth." *Journal of Counseling and Development: JCD*, Winter, 82(1), 116-124.

- Matthews, C.R. and E.A. Skowron. (2004). "Incorporating prevention into mental health counselor training." *Journal of Mental Health Counseling*, October, 2004, 26(4), 349-359.
- Mellin, E.A. (2009). "Responding to the crisis in children's mental health: Potential roles for the counseling profession." *Journal of Counseling and Development*, 87(4), 501-506.
- McMinn, M.R. and S.R. Davis. (Eds.). (2001). *Care for the Soul*. Downers Grove, IL: InterVarsity Press.
- McMinn, M.R. and M. Campbell. (2007). *Integrative Psychotherapy*. Downers Grove, IL: InterVarsity Press.
- Osagu, J. and B. Omolayo. (2013). "Counseling and psychotherapy: Is there any difference?: Ethical issues in child psychology." *IFE Psychologia: An International Journal*, 21(3), 169-173.
- Pederson, P.B., J.G. Draguns, W.J. Lonner, and J.E. Trimble. (2008). *Counseling Across Cultures* (6th ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Pearson, Q.M. (2011). "Integrative empathy: Training counselors to listen with a theoretical ear." *The Journal Humanistic Counseling, Education and Development*, 38(1), 13-18.
- Sangganjanavanich, V.F. and A.S. Lenz. (2012). "The experiential consultation model." *Counselor Education and Supervision*, 51(4), 296-307.
- Sharf, R.S. (2016). *Theories of Psychotherapy and Counseling: Concepts and Cases*, (6th ed.). Boston, MA.: Cengage Learning.
- Worthington, E.V. (1993). *Psychotherapy and Religious Values*. Grand Rapids, MI.: Baker Bo