



Online Course Syllabus

CSL 505 L01.A

Counseling Theories

Fall 2021

Contact Information

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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.

Course Requirements and Assignments

(1) Research Paper (25%) - Students are to write a 12-15 page paper (including title page and bibliography) over one of the selected theories below. The paper should (1) summarize the basic tenets of the theory, (2) give a historical background on the theorist, (3) discuss your interest in choosing this theory (why it best fits your personality and traits), (4) how you would integrate biblical world view counseling within the theory. Each paper must be written in the **current APA format** and have a minimum of 10 references no more than 5 years old.

****Missed time deadlines will be given a "0" grade****

Theories Available for the Term Paper

- 1) Classical Psychoanalytic
- 2) One of the more contemporary developments in psychoanalytic (e.g., Attachment Theory)
- 3) Behavioristic Theory
- 4) Existential Theory
- 5) Humanistic Theory
- 6) Reality Therapy
- 7) Gestalt Theory
- 8) Cognitive Theory (either Cognitive-Behavioral or Rational-Emotive-Behavioral)
- 9) One of the Family Systems Theories

(2) Quizzes (20%) – (5) DUE Sundays by 11:59 pm - Quizzes will be multiple choice and cover the reading assignment for the week. Quizzes will be posted to blackboard on Wednesday and close at 11:59 p.m. on Friday. Once a quiz is closed it will not be reopened and any incomplete quizzes will be graded accordingly.

(3) Exams (25%) – Two exams worth 15% each will be given during the course. Each exam may include both multiple choice and essay questions. Exams will not be comprehensive and will be over material covered in the preceding weeks.

(4) Discussion Board (10%) – Discussion Board Forums: Every week students will respond to a graded discussion board assignment by submitting 3 different posts (1 Initial Post and 2 Feedback Posts). Students will support each part of their analyses with citations and proper references. All discussions and replies must be in the Discussion Board in Blackboard.

****Missed time deadlines will be given a “0” grade****

1. **Initial Post** (30 points) **DUE Thursdays by 11:59 p.m.:**
 - ✓ **Requirements:** Include 4 or more citations from your required readings. Finalize your *Initial Post* by including all references at the end.
 - ✓ **Practice:** Academic writing in third person, applying critical thinking, presenting a concise objective analysis, and citing primary references.
2. **Feedback Post** (30 points; 15 points for each response) **DUE Saturdays by 11:59 p.m.:** Identify and describe a helpful improvement or idea to 1 of your classmates' *Initial Post*.
 - ✓ **Requirements:** Compose a 50-word minimum *Feedback Post*. Include 2 or more in-text citations from your required readings. Finalize your *Feedback Post* by including all references at the end.
 - ✓ **Practice:** Showing a Christ-like regard, applying critical thinking, presenting a concise objective analysis, and citing primary references.

(5) Case Questions and Discussion (20%) - Students will review (4) four cases and answer questions during two (ZOOM) online class sessions. Questions will examine which of the approaches you might use to treat the client as well as how as a counselor you will address biblical conflicts to the presenting problems. Instructions will be provided after the start of the semester.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors 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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor 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 instructor, 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.

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. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by 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 instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Course Outline/Calendar

| Week of | Topic | Reading Assignments: | Assignment Due: | Quiz/Exam: |
|----------------|--|--|---------------------------|---------------------------|
| 8/16 | <u>Introduction and Overview</u> <u>The Counselor as Person and Professional</u> <u>Ethical Issues in Counseling</u> | <i>TPCP</i> text, Chapter 1 <i>TPCP</i> text, Chapter 2 <i>TPCP</i> text, Chapters 3 | | Quiz#1 |
| 8/23 | <u>Adlerian Therapy</u> | <i>TPCP</i> text, Chapter 5 | Discussion Board | |
| 8/30 | <u>Existential Therapy</u> | <i>TPCP</i> text, Chapter 6 | Discussion Board | <u>Quiz#2 (5-6)</u> |
| 9/6 | <u>Person-Center Therapy</u> | <i>TPCP</i> text, Chapter 7 | | |
| 9/13 | <u>Gestalt Therapy</u> | <i>TPCP</i> text, Chapter 8 | Discussion Board | Quiz#3 (7-8) |
| 9/20 | <u>Behavior Therapy</u> | <i>TPCP</i> text, Chapter 9 | Discussion Board | |
| 9/27 | <u>Cognitive-Behavioral Therapy</u> | <i>TPCP</i> text, Chapter 10 | | <u>MID-TERM (1-9)</u> |
| 10/4 | <u>Psychoanalytic Therapy</u> | <i>TPCP</i> text, Chapter 4 | Discussion Board | |
| 10/11 | <u>Choice/Reality Therapy</u> | <i>TPCP</i> text, Chapter 11 | Discussion Board | Quiz#4 (4&11) |
| 10/18 | <u>Feminist Therapy</u> | <i>TPCP</i> text, Chapter 12 | | |
| 10/25 | <u>Postmodern Approaches</u> | <i>TPCP</i> text, Chapter 13 | Discussion Board | |
| 11/1 | <u>Family Systems</u> | <i>TPCP</i> text, Chapter 14 | Discussion Board | <u>Quiz#5 (13&14)</u> |
| 11/8 | <u>Integrative Perspective</u> | <i>TPCP</i> text, Chapter 15 | | |
| 11/15 | <u>CASE DISCUSSION AND QUESTION ZOOM SESSION</u> | | <u>RESEARCH PAPER DUE</u> | |
| 11/22 | <u>FALL BREAK/THANKSGIVING</u> | | | |
| 11/29 | <u>CASE DISCUSSION AND QUESTIONS ZOOM SESSION</u> | | | |
| 12/6 | <u>FINAL</u> | | | |