



On-Campus Course Syllabus

PSY 203 L1

Introduction to Counseling

Spring 2023

Class Information

Day and Time: Mondays and Wednesdays, 1:45pm-3:00pm

Room Number: E206

Contact Information

Instructor Name: Denise Smith

Instructor Email: dsmith@criswell.edu

Instructor Phone: 817-706-2527

Instructor Office Hours: [by appointment](#)

Course Description and Prerequisites

An exploration of the various aspects related to counseling theories and techniques both inside and outside a church setting. Special emphasis is focused upon ethical and legal issues, essential counseling and listening skills within the counseling process from a theoretical, biblical, and professional perspective.

Course Objectives

Students will be able to

- Demonstrate an understanding of main counseling theories and techniques from a biblical worldview
- Understand basic ethical and legal requirements of counselors
- Apply active listening skills and basic skills related to motivational interviewing in a variety of situations
- Demonstrate an understanding of the intake process in both inpatient and outpatient settings.

Required Textbooks

Tan, S.-Y. (2011). *Counseling and Psychotherapy: A Christian Perspective*. Grand Rapids, MI: Baker Academic.
ISBN 9780801029660

Recommended Reading

APA. (2017). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org>.
<https://www.apa.org/ethics/code>

Frankl, V. (2006). *Man's search for meaning*. Boston, MA: Beacon Press. ISBN 9780807014295

Howes, R. (2019). Why you lie to your therapist. *Psychology Today*, 52(3), 44–46.

Course Requirements and Assignments

1. Quizzes (15%):

There will be short quizzes that will be accumulatively worth 15% of your grade. Those quizzes will need to be completed by midnight on February 3rd, February 17th, March 3rd, March 31st, April 14th, and April 28th. The quizzes will be completed in Canvas.

2. Paper (30%):

You will be writing a paper on which counseling theory you think most aligns with a Biblical worldview. The paper will need to have the following main elements: Identification of the theory, biblical backing of how it aligns with a biblical worldview, and how you can use that theory to help someone with anxiety, depression, or marital/family issues. You can use your imagination on the last section as you can create a potential client and apply the counseling theory to them. The paper will need to comply with the plagiarism policies of Criswell College and will need to be properly formatted. Paper will be submitted in Canvas and will be worth 30% of your grade. **Paper is due on May 1st.**

The textbook and recommended readings for the class may be used as sources, or not. However, the paper should have a minimum of **five** total sources. These sources are to be books and reputable journal articles (as opposed to “research” retrieved from the internet). The body of the paper will be approximately five to seven double-spaced pages not including the Title Page and Reference Page/s. Psychology students are required to use APA Style and Format. However, students in other majors may use an acceptable and recognizable writing style. A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

- <https://owl.english.purdue.edu/owl/resource/560/01/>

When writing and organizing the paper, the student is to create and maintain a basic structure. For example, the following structure and associated questions can be used as a general guide:

- a. Introduction: _____ (15 points) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic to appropriately introduce and grab the reader’s attention? Does the paper include a purpose and at least three objectives to accomplish this purpose?
- b. Body of the Text: _____ (50 points) Does the paper address the most important dimensions and key concepts related to the topic? Are sources (reputable books and journal articles) cited throughout the body of the paper according to APA style? Does the student use third person instead of first person (I, me, etc.). Does the student use at least 5 substantive resources (books and journal articles as opposed to information cut and pasted from the internet)? Does the body of the paper flow in a logical fashion using effective transition sentences to link the paragraphs together?
- c. Conclusion and Implications: _____ (15 points) Did the student identify and provide a summary of the main points of the research paper? Did the student accomplish the purpose and meet the objectives of the paper? Did the student provide practical suggestions and implications for counselors, teachers, and/or ministers according to his/her calling? In other words, did the student adequately, and effectively answer the “So what?” question for this paper?
- d. Grammar and Style _____ (10 points) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3rd person? Is the paper according to APA style? It is important to visit the Writing/Tutoring Center for help with editing and formatting.

3. Tests (35%):

You will have a mid-term exam (March 8th) and a final exam (May 10th). Both will be completed in Canvas and will be, together, worth 35% of your grade.

4. Attendance (20%)

Twenty percent (20%) of the student's grade will depend on attendance, preparation, and participation in class. In order to receive full credit for this requirement, students must not only attend class they must also be prepared to participate in class discussions in a respectful and informed manner.

Finally, it is important to note that no late work will be accepted. It is the student's responsibility to fulfill all requirements for the course in a timely fashion.

Three absences will result in the loss of a letter grade. Four, or more, absences will result in a failing grade for the course.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, 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 attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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.

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 Supports

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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.

Course Outline/Calendar

Week	Date	Learning Opportunities
1	1/16 & 1/18	1/16 Martin Luther King, Jr. Day 1/18 Syllabus, Introduction to the Course
2	1/23 & 1/25	Psychoanalytic Therapy
3	1/30 & 2/1 2/3	Adlerian Therapy Quiz Due
4	2/6 & 2/8	Jungian Therapy
5	2/13 & 2/15 2/17	Existential Therapy Quiz Due
6	2/20 & 2/22	Person-Centered Therapy
7	2/27 & 3/1 3/3	Gestalt Therapy Quiz Due
8	3/6 & 3/8	Review for Midterm Exam Midterm Exam
9	3/13 & 3/15	Spring Break
10	3/20 & 3/22	Reality Therapy
11	3/27 & 3/29 3/31	Behavior Therapy Quiz Due
12	4/3 & 4/5	Cognitive Behavior Therapy Rational Emotive Behavior Therapy
13	4/10 & 4/12 4/14	Marital and Family Therapy Quiz Due
14	4/17 & 4/19	Christian Theology in Christian Counseling
15	4/24 & 4/26 4/28	Legal and Ethical Issues Quiz Due
16	5/1 & 5/3 5/1	Motivational Interviewing Paper Due
17	5/8 & 5/10	Review for Final Exam Final Exam