

# **COUN 510: COUNSELING THEORIES & METHODS**

CINCINNATI CHRISTIAN UNIVERSITY

DEPARTMENT OF BEHAVIORAL SCIENCES

Spring 2019 • 3 Credit Hours • Section 01 • Mondays 3:20-6:00 pm • Room: PH 249

Updated 12.17.2018

---

Instructor: April L. Lamoreaux, MA, LPCC-S  
Email: april.lamoreaux@ccuniversity.edu  
Phone: 513-244-8119  
Office: CCU Counseling Center

## **COURSE DESCRIPTION**

A survey of contemporary counseling theories and techniques. Topics covered will include the counseling process, comparison of various theoretical approaches, multicultural concerns, and an introduction to professional ethical issues in counseling.

## **COURSE RATIONALE**

This course provides the theoretical foundation for effective counseling. It explores major counseling theories and techniques from a Christian perspective.

*CACREP* – The material in this course is designed to meet the Council on Accreditation of Counseling and Related Educational Programs (CACREP) curriculum standards for masters training: helping relationships (CACREP, Section II.G.5).

*Ohio* – This course meets education requirements for Ohio Administrative Code (OAC) for licensing requirements: 4757-13-01(A)(4)(k) and the Ohio Revised Code (ORC) for eligibility for the LPCC credential: 4757.22(C)(1).

*Kentucky* – This course meets education requirements for Kentucky Revised Statutes (KRS) for licensing requirements: 335.525(1)(d)(9), as well as the Kentucky Administrative Regulations (KAR) for eligibility for the LPCC credential: 201 KAR 36:070.

*Indiana* – This course meets education requirements for Indiana Administrative Code (IAC) for mental health counseling: 839 IAC 1-5-1(a)(6), as well as Indiana Code (IC) for eligibility for the LMHC credential: IC 25-23.6-8.5-3(1)(H,I,J,K).

## **COURSE OBJECTIVES**

A student who successfully completes this will course be able to:

1. Demonstrate an understanding of counselor characteristics and behaviors that influence helping processes: *CACREP II.G.5.b*
2. Articulate the key components of major counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions, especially models and theories related to clinical mental health counseling, that are consistent with current professional research and practice, to develop a personal model of counseling: *CACREP II.G.5.d; CMHC A.5; MAC 2.a*
3. Articulate a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions, including the importance of

family, social networks, and community systems in the treatment of mental and emotional disorders: *CACREP II.G.5.e; CMHC C.8*

4. Articulate the role of religion and spirituality in the counseling process with attention to the legal and ethical implications: *CMHC A.2; MAC 3*
5. Demonstrate an understanding of multicultural issues relating to the use of counseling methods with people across age, gender, and ethnic boundaries: *CMHC E.3*

## METHOD OF INSTRUCTION

This course will include lecture, class discussions, role-plays, videos, written assignments throughout the semester. Active participation in class discussions and group activities is expected. Learning will be facilitated via readings, lectures, case studies, assignments, and quizzes. Students are expected to discuss their application, insights, and understanding of the reading and the exercises with the instructor and other students.

## REQUIRED MATERIALS

### Canvas and Email:

All students enrolled in this course are required to check Canvas and their email weekly for the duration of the course. Course announcements, changes to the syllabus, and memos from the instructor will be distributed via Canvas and/or email. Students are responsible for all information distributed on Canvas.

### Required Texts:

- Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Brooks/Cole. ISBN: 978-1305263727. **[Noted as 'C' on course schedule]**
- Erford, B. T. (2014). *40 techniques every counselor should know* (2nd ed.). Upper Saddle River, NJ: Pearson Education. ISBN: 978-0133571745. **[Noted as 'E' on course schedule]**
- Halbur, D. A., & Halbur, K. V. (2014). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed.). Upper Saddle River, NJ: Pearson Education. ISBN: 978-0133488937. **[Noted as 'H' on course schedule]**

### Required Articles:

- Andrews, J. (2005). Creating a different reality: Expanding points of view. *Journal of Family Psychotherapy, 16*, 253-255. doi:10.1300/J085v16n01\_48
- Bauman, P. J. (2009). The inherent spiritual and theological drama of therapy. *Journal of Spirituality in Mental Health, 11*, 13-25. doi:10.1080/19349630902864283
- Bloom, D. (2009). The phenomenological method of Gestalt Therapy: Revisiting Husserl to discover the "essence" of Gestalt Therapy. *Gestalt Review, 13*, 277-295.
- Carchesio, H., & Green, M. S. (2011). Postmodern therapy: Lens of opportunity. *Journal of Feminist Family Therapy, 23*, 131-145. doi:10.1080/08952833.2011.574953
- Connors, M. (2011). Integrative symptom-focused dynamic psychotherapy. *Clinical Social Work Journal, 39*, 122-131. doi:10.1007/s10615-010-0280-7
- Eliason, G. T., Samide, J. L., Williams, G., & Lepore, M. F. (2010). Existential theory and our search for spirituality. *Journal of Spirituality in Mental Health, 12*, 86-111.
- Graham, M., Sauerheber, J., & Britzman, M. J. (2013). Choice Theory and family counseling: A pragmatic, culturally sensitive approach. *Family Journal, 21*, 230-234. doi:10.1177/1066480712466538
- Greenberg, L. S. (2010). Emotion-focused therapy: An overview. *Turkish Psychological Counseling & Guidance Journal, 4*(33), 1-12.

Jones, G. (2011). The journey of growth towards authenticity. *Healthcare Counselling & Psychotherapy Journal, 11*(4), 16-21.

Knox, R., & Cooper, M. (2010). Relationship qualities that are associated with moments of relational depth: The client's perspective. *Person-Centered & Experiential Psychotherapies, 9*, 236-256.

Maas, J., Hietbrink, L., Rinck, M., & Keijsers, G. J. (2013). Changing automatic behavior through self-monitoring: Does overt change also imply implicit change? *Journal of Behavior Therapy & Experimental Psychiatry, 44*, 279-284. doi:10.1016/j.jbtep.2012.12.002

Stein, M. (2011). Faith and the practising analyst. *Journal of Analytical Psychology, 56*, 397-406.

Sutherland, J. (2011). Art therapy with families. *Journal of Individual Psychology, 67*, 292-304.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Alexandria, VA: Author.

McMinn, M. R., & Campbell, C. (2007). *Integrative Psychotherapy: Toward a comprehensive Christian approach*. Downers Grove, IL: IVP Academic.

Tan, S-Y. (2011). *Counseling and psychotherapy: A Christian perspective*. Grand Rapids, MI: Baker Academic.

**INDICATOR ASSIGNMENTS\***

One (or more) assignment(s) in this course has been identified as an Indicator Assignment, which is used to assess student knowledge and application of course materials. Each Indicator Assignment will be assessed according to CACREP, Clinical Mental Health Counseling (CMHC), and MAC Program standards. Students should upload (as directed) each Indicator Assignment on Taskstream ([www.taskstream.com](http://www.taskstream.com)) for evaluation. All Indicator Assignments are denoted in the course syllabus.

**GRADING/EVALUATION\*\***

Graded Assignments**	Points	%-age
Selective Theory Sorter (STS)	25	5%
STS Response Paper (ARP)	50	10%
Small Group Participation (10 x 10 points)	100	20%
* Theory Response Papers (6 x 25 points)	150	30%
* Personal Theory of Counseling Paper (PTC)	175	35%

	Points	Percentage
A	475-500	95-100%
A-	460-474	92-94.99%
B+	445-459	89-91.99%
B	430-444	86-88.99%
B-	415-429	83-85.99%
C+	400-414	80-82.99%
C	385-399	77-79.99%
C-	370-384	74-76.99%
D+	355-369	71-73.99%
D	340-354	68-70.99%
D-	325-339	65-67.99%

\*\* MAC students: In accordance with rule from the MAC handbook and the Graduate School policies, you must receive a B- (minimum of 415 points or 83%) or higher in this course for it to count toward your MAC degree or toward licensure.

**\* Theory Response Papers (noted as 'TPR' on course schedule):** Students will complete six (6) theory response papers, each to address a major family of theories (e.g., psychodynamic theories, humanistic theories, etc.). The Theory Response Papers should address the following elements: 1) describe common characteristics of counseling theories included within a major school of thought; 2) describe how/why

relevant counseling techniques fit within theory family; and 3) describe how the Christian faith integrates within the theory family, especially at it relates to the individual counseling theories. The Theory Response Papers should be double-spaced, formatted using APA style (6<sup>th</sup> ed.), and the length should be 600-750 words (not including title page and references; an abstract is not necessary). **These assignments are Indicator Assignments and should be submitted on both Canvas and Taskstream.** The Theory Response Papers are worth 25 points each (5% of grade) for a total of 150 points (30% of grade).

**Small Group Participation:** Active participation in this course is critical to the development of students' understanding and application of the counseling theories. Participation points will be assigned using a *Small Group Participation Rubric*, which will be completed by each small group and instructor. Each small group will work collaboratively to apply one or more counseling theories to a case study. Appropriate use of counseling techniques should be included. Small groups will meet and work together in the classroom. The Small Group Participation assignments are worth 10 points each (2% of grade) for a total of 100 points (20% of grade).

\* **Personal Theory of Counseling Paper (noted as 'PTC' on course schedule):** Students will complete a research paper regarding their personal theory of counseling. The paper should include three major sections: 1) an overview of the selected theory; 2) personal reflection on the student's selection of this theory and why it is appealing; and 3) how the faith can be integrated into an application of the selected theory. The paper should be double-spaced, formatted using APA style (6<sup>th</sup> ed.), and the length should be 2100-2500 words (not including title page and reference; an abstract is not necessary). The paper should use a minimum of five (5) professional, peer-reviewed references that demonstrate an application of the selected theory. **The Personal Theory of Counseling Paper is an Indicator Assignment and should be submitted on both Canvas and Taskstream.** The Personal Theory of Counseling paper is worth 175 points (35% of grade).

**Selective Theory Sorter Assessment (noted as 'STS' on course schedule):** Students will complete the Selective Theory Sorter assessment instrument, located on pp. xx-xx in the Halbur and Halbur (2014) textbook, to find their top three interests in identifying a theoretical orientation. The Selective Theory Sorter is worth 25 points (5% of grade).

**STS Assessment Response Paper (noted as 'ARP' on course schedule):** Students will write a response paper to their Selective Theory Sorter (STS) assessment results. Students should identify their top three results and indicate what they find appealing (or not) about the results. The STS Response Paper should be double-spaced, formatted using APA style (6<sup>th</sup> ed.), and the length should be 600-750 words (not including title page and references; an abstract is not necessary). The use of professional, peer-reviewed references is not required. **The STS Response Paper should be submitted on Canvas.** The STS Response Paper is worth 50 points (10% of grade).

## IMPORTANT NOTES

Use of Electronic Media: The use of laptop/notebook computers in the class is allowed, but discouraged, as their use tends to diminish active class participation. Abuse of such media (browsing the web, gaming, chatting, emailing, etc.) will result in all laptops being banned from the class. Cell phones should be set to silent and if an emergency demands that a call be placed or taken, the student should leave the classroom before beginning the conversation.

Assignment Formatting: Formatting expectations are provided for each assignment. Assignments will be penalized if formatting is not provided according to requirements. All assignments should be submitted on Canvas, unless otherwise noted. Assignments should be submitted in DOC, DOCX, or RTF format.

Attendance and Participation: Active discussion and small group participation are integral parts of the learning experiences in this course; class attendance is expected, and participation in class activities is critical to your success in the course. If, for any reason, you are unable to attend class, you are still held responsible for all in-class material and any announcements made during class. If you know you will be absent from class, please notify the instructor in advance; the instructor may add additional assignments for any absences. As indicated in the University's attendance policy, a student who misses more than two classes will fail the class due to excessive absences. Only two absences are permitted; a third absence will result in the grade of FA (failure due to absences). If you miss more than two classes, you will be required to reapply for readmission to the class with the Registrar's office. The two absences are not entitlements for students; they should not be viewed as "skip days" but as "sick days." In addition, coming to class late or leaving early, without prior notification to the instructor, may be counted as an absence. Because class time should be a priority, absences for lateness will be assigned as follows: 15 minutes late =  $\frac{1}{4}$  day absence, 30 minutes late =  $\frac{1}{2}$  day absence, and over 45 minutes = 1 day absence.

Student Conduct: Except under unusual circumstances, you should not arrive late or leave early. Cell phones should be turned off. You should not IM, text-message, or surf the web during class. During discussions, everyone is expected to be respectful of themselves and others. Please note that it may not be appropriate to disclose your psychological struggles to the class. If you become distressed about any materials/discussions, please talk with me and/or make an appointment to see a counselor.

Late Assignments: Unless otherwise noted, assignments are due at the beginning of class. Out of respect for the hard work that everyone puts into the course, **late assignments will NOT be accepted** unless there is a *serious* personal medical or family emergency (e.g., hospitalization, death in the family) that can be substantiated with documentation. If a late assignment is accepted, there will be a deduction of one letter grade each day it is late. It is understood that unexpected life events occur, but this policy is to encourage the development of positive professional behaviors. Please plan accordingly to complete assignments on time as **regular life stressors or technology problems will not be accepted as reasons to submit work late**. Please speak with me about any challenges you face in completing your assignments.

Taskstream Accounts: All MAC students are required to set up and maintain a Taskstream account ([www.taskstream.com](http://www.taskstream.com)) throughout the MAC program. Evaluations and other forms will be completed on Taskstream. A Taskstream account is necessary to successfully complete this course.

Academic Dishonesty: Cheating, plagiarism, and all other forms of academic dishonesty will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations (see *CCU Student Handbook*), which will be decided by the Committee on Academic Integrity.

Flexibility Clause: This syllabus is NOT a binding contract. The dates of lectures, assignments, etc. may be revised as the term progresses. All updates to the syllabus will be announced in class and/or via Canvas.

Christian Component: Throughout this course we will evaluate the material presented from a Christian perspective. As we strive to provide a biblically-based approach to counseling, we expect you to evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.

Accommodations: Students who require academic accommodations due to any documented physical, psychological, or learning disability should request assistance from the Student Services Department within the first two weeks of class. The Student Services Department is located on the upper level of the Presidents Hall. Students may also contact the office by phone ([513.244.8140](tel:513.244.8140)) or email ([learning.center@CCUniversity.edu](mailto:learning.center@CCUniversity.edu)).

**COURSE SCHEDULE**

<b>MODULE 1: Introductions &amp; Foundations – 1/28 &amp; 2/4</b>			
1.1	Syllabus Review & Course Introduction Counselor as a Person & Professional	C: Chapters 1-2	<b>STS: due 2/4/19 by class time</b> <b>ARP: due 2/8/19</b>
1.2	Ethical Issues in Counseling Spirituality in Counseling	C: Chapter 3	
1.3	Theoretical Orientation	H: Chapters 1-3	
<b>MODULE 2: Psychodynamic School of Thought – 2/11 &amp; 2/18</b>			
2.1	Psychoanalytic Theory	C: Chapter 4 H: pp. 47-56 Canvas Readings: Article #5	<b>Small Group #1: 2/11/19</b>
2.2	Analytic Theory	E: Section 2	
2.3	Individual Psychology	C: Chapter 5 E: Section 7	<b>Small Group #2 2/18/19</b> <b>TRP #1: due 2/22/19</b>
<b>MODULE 3: Behavioral School of Thought – 2/25</b>			
3.1	Behavioral Therapy	H: pp. 56-59 E: Section 8 Canvas Reading: Article #11	<b>Small Group #3: 2/25/19</b>
3.2	Behaviorism: Punishment	E: Section 9	
			<b>TRP #2: due 3/1/19</b>
<b>MODULE 4: Humanistic School of Thought – 3/4 &amp; 3/18 &amp; 3/25</b>			
4.1	Person-Centered Therapy	C: Chapter 7 E: Section 5 H: pp. 60-67 Canvas Reading: Article #10	<b>Small Group #4: 3/18/19</b>
4.2	Existential Therapy	C: Chapter 6 Canvas Readings Article # 6	
4.3	Gestalt Therapy	C: Chapter 8 E: Section 3 Canvas Reading Article #3	

<b>MODULE 5: Pragmatic School of Thought –4/1 &amp; 4/8</b>			
5.1	Cognitive Behavioral Therapy	C: Chapter 10 E: Section 6 H: pp. 67-73	<b>Small Group #6: 4/1/19</b>
5.2	Rational-Emotive Behavioral Therapy	E: Section 4	
5.3	Reality Therapy	C: Chapter 11	
<b>MODULE 6: Constructivist School of Thought – 4/15 &amp; 4/22</b>			
6.1	Multicultural Counseling & Therapy	C: Chapter 13 H: pp. 73-81	<b>Small Group #8: 4/15/19</b>  <b>Small Group #9: 4/22/19</b> <b>TRP #5 due 4/26/19</b>
6.2	Feminist Therapy	C: Chapter 12	
6.3	Narrative Therapy		
6.4	Solution-Focused Brief Therapy	E: Section 1 Canvas Reading: Article #1	
<b>MODULE 7: Family Approaches School of Thought – 4/29</b>			
7.1	Bowen Family Systems Therapy	C: Chapter 14 H: pp. 81-87	<b>Small Group #10: 4/29/19</b> <b>TRP #6: due 5/3/19</b>
7.2	Strategic Family Therapy	Canvas Readings: Article #4	
7.3	Structural Family Therapy		
7.4	Family Therapies & Diversity	Canvas Reading: Article #7	
<b>MODULE 8: Theoretical Integration – 5/6</b>			
8.1	Integrative Approaches Eclectic Approaches	C: Chapter 15 H: Chapter 5	<b>PTC: due 5/14/2019</b>
8.2	Integrating Spirituality & Faith Theoretical Orientation Course Wrap-Up	Canvas Reading: Article #2 & Article #12	