

EVANGEL

U N I V E R S I T Y

A CHRISTIAN LEARNING-CENTERED UNIVERSITY

Graduate Counseling Program

COU/GAC 526: Counseling Theories Fall – 3 Credits

University Mission Statement:

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Counseling Program Mission Statement:

The Evangel University Counseling Program trains graduate students to become professional counselors who integrate their Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

Bible Verse: *Therefore, I urge you, brothers and sisters, in view of God's mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship. 2 Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will. Romans 12:1-2*

Instructor Name:
Phone Number: (417) 865-2815
Email:
Office:

Class Time:
Location:
Office Hours:

Teaching Philosophy and Methods

1. Lecture/class discussion. This will be the dominant mode of teaching, with emphasis on class discussion with a seminar format. Students will have read the material at a comprehension level before coming to class. The lecture will supplement the readings. I ascribe to Productive Learning: I lecture on what you don't know or fully understand (Not lecture on what you know) and let students engage in this learning process by actually teaching each other.
2. Analyzing treatments. Students will do presentations on current treatments from each

theory.

3. Student presentations. Students will present in class the latest research on each theory and how technology is being used with it.
4. Films/videos will be used to help picture how the theory is applied to counseling.
5. Special speakers and individuals with special knowledge of the theory may be invited to speak.

Course Catalogue Description:

This course examines the major classical and contemporary theories of counseling and psychotherapy. It provides an overview and evaluation of major approaches practiced in the counseling psychology field, including historical antecedents and significant theorists representing these approaches. Each theory is critically examined for its key theoretical constructs, personality formation, development of pathology, therapeutic processes (what produces change/healing), the nature of the client-therapist relationship, and its effectiveness. The purpose of this examination is to move students towards a personal model of therapy that reflects and integrates the present research regarding points of convergence and their own philosophy of life or worldview

Course Purpose:

Construct a personal model of counseling based upon a review of the classical and contemporary counseling theories and to critique each counseling theory from a Judeo-Christian perspective.

Required Text(s):

Capuzzi, D. & Stauffer, M.D. (2016). Counseling and Psychotherapy: Theories and Interventions. 6th Edition. American Counseling Association. ISBN-13 978-1556203541, ISBN-10 1556203543.

Recommended Text(s):

Corey, G. (2017). Theory and practice of counseling and psychotherapy (10th ed.). Boston, MA: Cengage Learning

Tan, Siang-Yang (2011). Counseling and psychotherapy: A Christian perspective; Baker Academics.

Course Objectives:			
STANDARD	OBJECTIVE	LEARNING	ASSESSMENT

CACREP 2016		EXPERIENCE	
2. F. 5. a	Explain the theories and models of counseling, with primary focus on the classic foundational theories.	Lecture, class discussions, videos	Quizzes, Exams
2. F. 5. b.	Apply a systems approach to conceptualizing clients in the therapeutic setting and students in the school setting.	Chapter 13	Quizzes, Exam,
2. F. 5. e.	Critique the impact of technology on the counseling process.	Lecture, class discussions, videos	Student Presentations
2. F. 5. d.	Describe ethical and culturally relevant strategies for establishing and maintaining in-person and technology assisted therapeutic relationships.	Lecture, class discussions, videos, exams, student presentations	Exam, Student Presentations
2. F. 5. n.	Construct a personal model of counseling based upon a review of the classical and contemporary counseling theories.	Lecture, class discussions, videos	Paper
2. F. 5. j.	Identify evidence-based counseling strategies and techniques for prevention and intervention.	Lecture, class discussions, videos	Exam, Student Presentations, Paper
2. F. 8. a.	Demonstrate the importance of research in advancing the counseling profession, including how to critique research to inform counseling practices.	Lecture, class discussions, student presentations	Exam, Student Presentations, Paper

Grading Scale:

A	94 -100%	B-	80 – 82%
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A-	90 – 93%	C+	77 – 79%
B+	87 - 89%	C	73 - 76%
B	83 – 86%	F	Less than 73%

***An “A” grade will only be awarded to individuals who earn 94% of total points available plus no more than a single absence.**

The instructor retains the right to edit assignments or points to meet objectives of the course. If a student does not turn in an assignment, the student will not be able to receive an A for the course, even if the student has enough points to make an A without the points of the missing assignment. In other words, it is better to turn in a completed (late) assignment and receive reduced or zero points rather than to not turn in an assignment and automatically negate the chance for an A; 10% of total points are deducted for each day overdue.

Additionally, an "A" for the course may be earned statistically, but the instructor retains the right to determine the final grade based upon demonstrated interpersonal relationships with classmates and university staff members. Percentages are not rounded up. Grading is based on the university grading scale

Course Assignment	Points	Percent of Grade
Weekly Quizzes	100	18
Midterm Examination	120	20
Final Examination	150	25
Class Engagement	60	10
Theory of Counseling Paper	70	12
Power Point Theory Presentation	75	15
TOTAL POINTS	575	100

Course Schedule				
Week	Lecture/ Activity	Reading	Assignments Due Date	CACREP Standard
1	Introduction to Class, Syllabus, and Topic	-----	-----	-----
2	The Helping Relationship: From Core Dimensions to Brief Integrative Possibilities Diversity & Social Justice Issues in Counseling and Psychotherapy	Ch. 1 & 2	Chapter Readings	2. F. 5. e. 2. F. 5. d.
3	Psychoanalytical & Adlerian Theory	Ch. 3 & 5	Theories Presentation	2. F. 5. a 2. F. 5. j. 2. F. 8. a.
4.	Existential Theory	Ch. 6	Theories	2. F. 5. a

			Presentation	2. F. 5. j. 2. F. 8. a.
5.	Personal Centered	Ch. 7	Theories Presentation	2. F. 5. a 2. F. 5. j. 2. F. 8. a.
6.	Gestalt	Ch. 8	Theories Presentation	2. F. 5. a 2. F. 5. j. 2. F. 8. a.
7.	Midterm Examination (1, 2, 3, 5, 6, 7, 8)	-----	-----	-----
8.	Cognitive Behavior Theory	Ch. 9	Theories Presentation	2. F. 5. a 2. F. 5. j. 2. F. 8. a.
9.	Dialectical Behavior Theory	Ch. 10	Theories Presentation	2. F. 5. a 2. F. 5. j. 2. F. 8. a.
10.	Rational Emotive Behavior Theory	Ch. 11	Theories Presentation	2. F. 5. a 2. F. 5. j. 2. F. 8. a.
11.	Reality Therapy	Ch. 12	Theories Presentation	2. F. 5. a 2. F. 5. j. 2. F. 8. a.
12.	Family Systems	Ch. 13	Theories Presentation	2. F. 5. b 2. F. 5. j. 2. F. 8. a.
13.	Transpersonal Therapy Constructivist Solution-Focused & Narrative Therapies	Ch. 15 & 16	Theories Presentation	2. F. 5. a 2. F. 5. j. 2. F. 8. a.
14.	Thanksgiving Break NO CLASS	-----	-----	-----
15.	Creative Approaches to Counseling and Psychotherapy	Ch. 17	Paper	2. F. 5. a 2. F. 5. n. 2. F. 5. e. 2. F. 8. a.
16.	Final Examination (9, 10, 11, 12, 13, 15, 16, 17,)	-----	-----	-----

Description of Assignments

Expectations: Students will have read the assigned material prior to class and will fully participate in the class discussion. At the beginning of each class a 10 point quiz will be given over the readings assigned for that day. Missed quizzes cannot be made up. Professor will drop the lowest quiz score. It is assumed that students have had a previous counseling course and have some basic knowledge of the major theories. If not, it is expected of the student to familiarize him/herself with the necessary

information. Gerald Corey's Theories and Practice of Counseling and Psychotherapy is an excellent review of the classical theories. While the major tenets will be reviewed and analyzed, the focus will be on integration and application. Students may be given cases to be assessed by each theory.

SLO's Assessed: CACEP 2016 Standards 2. F. 5. a, 2. F. 5. n

Integrative Counseling Theories Paper: An 8 - 12 paged paper titled "My Theory of Counseling" will be due November 29. This paper will reflect the student's view regarding personality formation/human nature, what are the primary causes of pathology, the overall purposes of therapy, what promotes change, and how the student will conduct therapy. This is to be done in APA format. It is 75 points and worth 15% of your course grade.

- Details on course commons.

SLO's Assessed: CACEP 2016 Standards 2. F. 5. e, 2. F. 5. j, 2.F. 8. a

Class presentation: Pairs of students will select one of the text's theories and present an in-depth review of its outcome research (Not its tenets /constructs) in a 50-minute power point presentation and demonstration. A peer-reviewed empirical study using the theory must be reviewed and examined in detail. The questions (Headings in presentation) to be answered are on course commons.

Tests: There are two exams. The tests will be a combination of multiple choice and short essay. The focus will be on the major tenets of each theory as covered by the theories view of human nature/personality, what motivates behavior, what causes mental illness, what are the goals of therapy, what is the nature of the relationship, and what are the primary counseling techniques or procedures. In addition, questions will be asked about the effectiveness of the theory. To receive an "A" for the course, students must have obtained at least an average of 90% on the two exams or at least 200 or the 220 points possible for examinations and no lower than a B on either of the examinations.

Engagement: This is a master driven graduate class. The knowledge you learn in this class will be used with actual clients in your practicum and internship classes. Therefore, I expect engagement in each class period from every student. Thus, you will receive an engagement grade of 5 points for each class period. To receive the full 5 points, a student must ask or respond to questions at least two times. If no comments or questions are proposed, the student will receive 1 point for being in class. One comment or question is worth 2 points. At the end of each class student will submit their point total for the class period.

EU ACADEMIC AND PROGRAM POLICIES

Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else's work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to Academic Affairs Division and Student Development Division. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal. Please see Graduate catalog:

<http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

If you have an academic concern please follow the Academic Appeal Chain. It is as follows:

- Instructor—
- Academic Advisor (See your assigned advisor)
- Program Coordinator—Dr. Christian Arnzen
- Chair of the Department—Dr. Donna Washburn
- Director of Graduate Program—Dr. Lisa Tyson
- Provost—Dr. Mike McCorcle
- University President—Dr. Carol Taylor

Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical and expected. In order to maintain in good standing, a student must attend 80% of the scheduled class time. Students missing more than 2 classes will be dropped from the class. Partial attendance (coming late or leaving early) will be factored into attendance. Students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons will be given the opportunity to complete missed assignments or the equivalent. Students who miss class for other reasons may only make up work at the discretion of the individual instructor as stated in the course syllabus. To achieve and A in the course student may not have more than one absence.

Students with Disabilities

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must set up academic accommodations through Academic Support in the Center for Student Success. Contact Stephen Houseknecht, Director of Academic Support, 1111 N. Glenstone Ave, Springfield, MO, 65802, (417) 865-2815 ext. 8271 or email: houseknechts@evangel.edu. Students are required to provide documentation of disability to Academic Support prior to receiving accommodations.

Note: If you have a disability, *it is your obligation to notify me* before the end of the first week of classes. If I do not hear from you, I assume you do not need any special consideration. See the following for more information:

<http://web.evangel.edu/community/?p=ASC&i=1437&t=>.

Use of Electronic Devices in Class

The use of electronic devices in the classroom is intended to enhance the learning experience for you and your classmates. Any use of technology that substantially degrades the learning environment, distracts you and/or your classmates, promotes dishonesty or illegal activities is prohibited. Be sensitive to this temptation to mentally leave the class while using your device. It is recommended that mobile phones be silenced during class.

Attention, Students: Put Your Laptops Away. On April 17, 2016, npr.org had an excellent Weekend Edition on education and how taking notes by hand instead of on a laptop actually helps students in extra processing of the material and is found to be beneficial. The evidence suggests that longhand notes may have superior external storage as well as superior encoding functions. (See study in Psychological Science by Pam A. Mueller of Princeton University and Daniel M. Oppenheimer of the University of California, Los Angeles)

Statement Regarding Risks and Benefits of Counselor Education

Pursuing a graduate education in counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it to the student's attention. Students may be advised in one or more of the following directions:

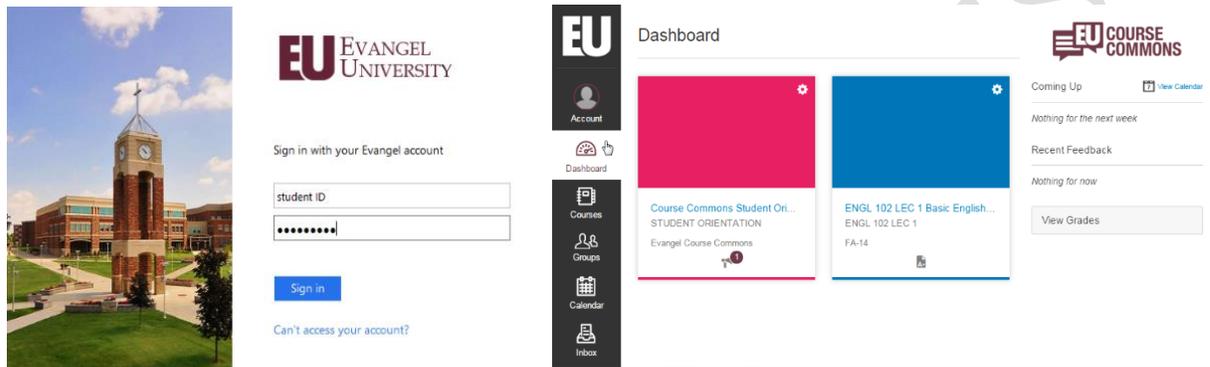
1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory experiences.
4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the clinical mental health program will be at the sole discretion of the program personnel and will be made with the utmost care and

student's best interest in mind. Students have the right to appeal any decision under the Student Handbook procedures.

Course Commons

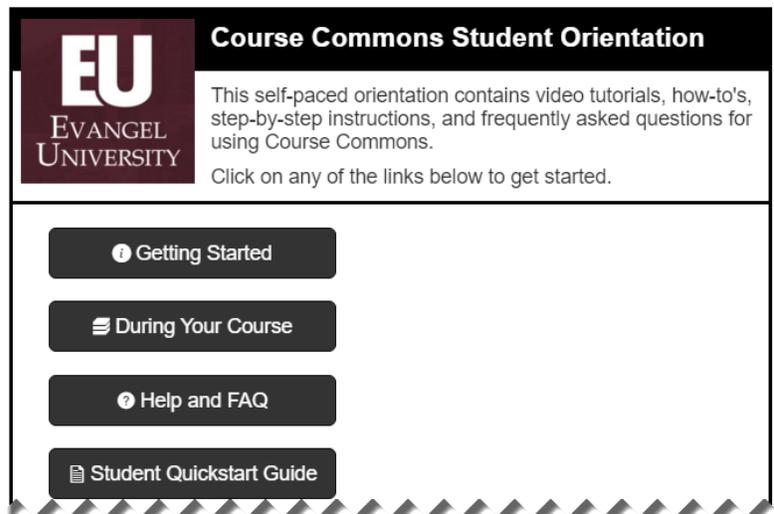
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.



Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on

the left of the screen. You can also click on the course card on the Dashboard.

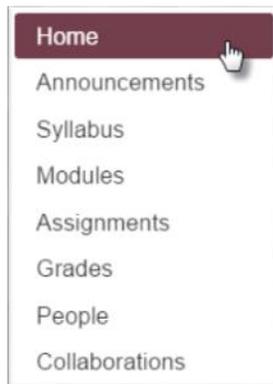
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

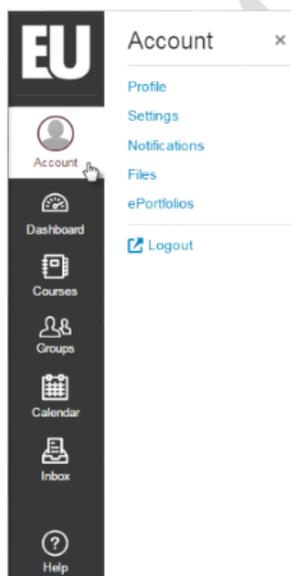


You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons



Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

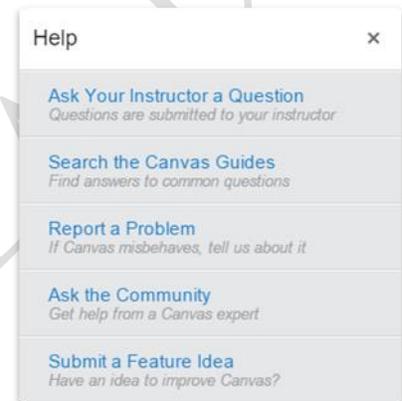
For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.



You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.

Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course?
Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.