

Syllabus for
PRM 625—Counseling Theories
3 Credit Hours
Fall 2008

I. COURSE DESCRIPTION

A survey of the major concepts and counseling approaches of the contemporary therapeutic systems. Students learn to incorporate concepts and approaches into their own personalized style of counseling.

Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Become familiar with the divergent contemporary forms of counseling and therapy.
- B. Be encouraged toward reflection and introspection so that participation in the course is a personal as well as an academic growth experience.
- C. Become familiar with some of the basic issues in counseling, including professional ethics, the issue of the counselor as a person, and cross-cultural counseling approaches.
- D. Develop a personalized theory that incorporates the **feeling, thinking, and behaving** dimensions of human experience.
- E. Study a structure and framework for the full integration of counseling concepts and theological truth.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Compare and present various approaches to counseling using practical case illustrations.
- B. Synthesize and discuss those issues related to the therapeutic process and those related to techniques and procedures resulting in an integrated perspective on counseling.
- C. Synthesize and discuss different theories of counseling into a personalized theory that incorporates the feeling, thinking, and behavior dimensions of human experience.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

- 1. Textbooks
Sharf, Richard. *Theories of Psychotherapy and Counseling*. Belmont, CA: Wadsworth Publishing, 2000.
- 2. Other
None

B. Optional Materials

- 1. Textbooks
None

2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School of Theology and Missions Policies and Procedures

1. **Completion of Assignments**
Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.
2. **Incompletes**
 - a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
 - b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the School of Theology and Missions. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The Official Attendance Policy for the School of Theology and Missions is as follows:

- a. If the class meets three times a week, the missing of **6** class sessions results in a grade reduction of **one letter** grade. Missing **8** class sessions results in a grade reduction of **two letter** grades. Missing **12** class sessions automatically results in a **grade of F**. If a class meets twice a week, the missing of **4** class sessions results in a grade reduction of **one letter** grade. Missing **6** class sessions results in a grade reduction of **two letter** grades. Missing **8** class sessions automatically results in a **grade of F**. If the class meets once a week, then the missing of **3** class sessions results in a grade reduction of **one letter** grade. Missing **4** class sessions results in a grade reduction of **two letter** grades. Missing **5** class sessions automatically results in a **grade of F**.
- b. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- c. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- d. Students are expected to be prompt for classes.
- e. Students are expected to remain for the entire class session.
- f. Leaving early without permission constitutes an absence.

C. Course Policies and Procedures

1. Evaluation Procedures:

Midterm Exam	100 points
One Case Study	100 points
One Book Critique	50 points
Final Exam	<u>100 points</u>
Total	350 points

Grading Scale:

A=315-350 points

B=280-314 points

C=245-279 points

D=210-244 points

F=209 points and below

2. ePortfolio Requirements
 - a. All students entering the seminary are required to enroll in PRF 059 ePortfolio: Journey to a Transformed Life, which provides specific training to develop the skills needed to create an ePortfolio.
 - b. ePortfolio requirements for this course:
None
3. Other Policies and/or Procedures
 - Course Assignments
 - a. **Case Study:**
Based on a case study handed out in class, each student selects one approach to psychotherapy and discusses how a therapist operating from that theoretical framework would conceptualize and treat the person described in the case. The research must include a minimum of six sources. The paper is worth 100 points and must be divided into the following sections:
 - (1) **Introduction:** What are the distinguishing features of the theoretical approach chosen that separates it from other alternatives?
 - (2) **Assessment:** How would the theoretical approach chosen explain this person's problems?
 - (3) **Treatment Plan:** How would the theoretical approach chosen describe a healthy person?
 - (4) **Goals:** How might that concept of a healthy person be translated into specific treatment goals for application to this case?
 - (5) **Techniques:** What specific techniques might a therapist operating from this perspective use to accomplish the treatment goals?
 - b. **Book Critique:**
Each student selects a classic source (primary if possible) pertaining to one of the theoretical positions of interest and writes a book critique consisting of three parts: summary, evaluation, and integration. In one or two pages, the summary must present the essence of the book, the evaluation must describe weaknesses, and finally, the integration links its concepts with class discussions. This assignment is worth 50 points, which is allotted as follows:

Content	40 points
Mechanics	<u>10 points</u>
Total	50 points

VI. COURSE CALENDAR

Week	Subject	Readings
1	Introduction and Overview Ethical Issues	Ch. 1
2	Developing a Personal Theory of Counseling	
3-4	Psychoanalysis: Drive, Ego, Object Relations, and Self Psychology	Ch. 2
5	Jungian Analysis and Therapy	Ch. 3
6	Adlerian Therapy Book Critique Due 9-24-08	Ch. 4 Ch. 5
7	Existential Therapy	
8	Midterm Exam 10-8-08	
9	Person—Centered Therapy	Ch. 6
10	Gestalt Therapy	
11	Behavior therapy	Ch. 8
12	Rational Emotive Behavior Therapy Case Study Due 11-19-08	Ch. 9
13	Cognitive Therapy Reality Therapy Feminist	Ch. 10 Ch. 11 Ch. 12
14	Family Systems and Narrative Therapy	Ch. 13
15	Other Psychotherapies Comparison, Critique, and Integration Final Exam (university schedule)	Ch. 14

Course Inventory for ORU's Student Learning Outcomes
PRM 625—Counseling Theories **Dr. Ann Young, Instructor**
Fall 2008

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

Outcomes & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spirit-Filled Living				
1A	Entry-level competency —Possesses Christian character, personal integrity, a sense of calling, and a demonstrated interest in ministry-related endeavors	X			
1B	Mid-level competency —Exemplifies the fruit of the Spirit, spiritual gifts, ongoing spiritual growth, and clarification of a call to ministry				X
1C	Candidacy-level competency —Demonstrates involvement in charismatic signs and wonders and integration of ethics and personal integrity in the healing ministry in obedience to a defined call to ministry				X
2	Outcome #2 – Academic Excellence				
2A	Entry-level competency —Demonstrates an aptitude for graduate theological education				X
2B	Mid-level competency —Practices theological reflection and sound scholarship in acquiring knowledge through learning and research				X
2C	Candidacy-level competency —Evidences critical thinking, problem solving, and decision making	X			
3	Outcome #3 – Professional Competence				
3A	Entry-level competency —Demonstrates awareness of professional requirements				X
3B	Mid-level competency —Communicates discipline-specific information effectively in written and spoken discourse as pertaining to ministry calling	X			
3C	Candidacy-level competency —Integrates leadership in ministry and academic excellence with Spirit-led practices of ministry				X
4	Outcome #4 – Cultural Relevance				
4A	Entry-level competency —Demonstrates knowledge about cultural diversity	X			
4B	Mid-level competency —Pursues participation in diverse social/cultural contexts				X
4C	Candidacy-level competency —Evidences skill while engaging in healing, ministry, and acts of justice and mercy in diverse contexts				X