

Syllabus for  
**GCSL 625—Counseling Theories**  
3 Credit Hours  
Fall 2015

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.
- D. Display the ability to develop relevant treatment plans in response to specific diagnoses and the skill to implement them in the context of a therapeutic relationship.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks  
Sharf, Richard. *Theories of Psychotherapy and Counseling*, 6th ed. Belmont, CA: Brooks Cole, 2016. ISBN: 9781305087323
  - 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, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
    - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
    - b. Failing to meet group assignment or project requirements while claiming to have done so;
    - c. Failing to cite sources used in a paper;
    - d. Creating results for experiments, observations, interviews, or projects that were not done;
    - e. Receiving or giving unauthorized help on assignments.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. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
  - 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 Whole Person Assessment requirements. Students should consult the WPA 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. Graduate School of Theology and Ministry 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 Ministry. 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 administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

    - a. Students will receive one letter grade reduction after missing more than two weeks of classes.
    - b. Students who miss more than one month of classes will fail the course.
    - c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
    - d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
    - e. Students are expected to be prompt for classes.
    - f. Students are expected to remain for the entire class session.

g. Leaving early without permission constitutes an absence.

5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to [www.studentresources.oru.edu](http://www.studentresources.oru.edu).

C. Course Policies and Procedures

1. Evaluation Procedures:

|                                          |                   |
|------------------------------------------|-------------------|
| Exam 1                                   | 100 points        |
| Exam 2                                   | 100 points        |
| Case Study                               | 100 points        |
| Final Project: Counseling Theories Chart | <u>100 points</u> |
| Total                                    | 400 points        |

Grading scale:

A = 360-400 points

B = 320-359 points

C = 280-319 points

D = 240-279 points

F = 239 points and below

2. Whole Person Assessment Requirements

a. All students entering the seminary are required to enroll in PRF 059 ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.

b. WPA requirements for this course:

(1) All students, regardless of degree program, must submit the Case Study Treatment Plan for GCSL 625 to the course professor on ePortfolio, on the same date the assignment is also due in class.

(2) Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an Incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change

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. Develop a theory of personality and counseling chart. Identify and give brief descriptions of each of the primary theories of personality and counseling covered in the text. Be creative and organize the chart with the intent and purpose of developing a condensed reference guide that covers the significant aspects of each theory of personality discussed in class. There is both a visual and written component to this assignment. This assignment is worth 100 points, divided as follows: Written explanation: 50 points, Visual illustration 40 points, Creativity, 10 points

## VI. COURSE CALENDAR

| <b>Week</b> | <b>Subject</b>                                                          | <b>Readings</b>  |
|-------------|-------------------------------------------------------------------------|------------------|
| 1           | Introduction & Overview                                                 | Ch. 1            |
| 2           | Psychoanalysis                                                          | Ch. 2            |
| 3           | Jungian Analysis and Theory                                             | Ch. 3            |
| 4           | Adlerian Therapy                                                        | Ch. 4            |
| 5           | Existential Therapy                                                     | Ch. 5            |
| 6           | Person-Centered Therapy<br>Gestalt Therapy                              | Ch. 6<br>Ch. 7   |
| 7           | <b>EXAM 1</b>                                                           |                  |
| *           | (Fall Break)                                                            |                  |
| 8           | Behavior Therapy                                                        | Ch. 8            |
| 9           | Rational Emotive Behavior Therapy<br><b>Case Study Due</b>              | Ch. 9            |
| 10          | Cognitive Therapy                                                       | Ch. 10           |
| 11          | Reality Therapy                                                         | Ch. 11           |
| 12          | <b>EXAM 2</b>                                                           |                  |
| 13          | Constructivist Approaches<br>Feminist Therapy: A Multicultural Approach | Ch. 12<br>Ch. 13 |
| 14 – 15     | Family Therapy; Narrative Therapy; Other Therapies                      | Ch. 14-17        |
| 16          | <b>Final Project Due: Counseling Theories Chart</b>                     |                  |

**Inventory for Student Learning Outcomes  
Graduate School of Theology and Ministry**

**M. A. Christian Counseling**

**GCSL 625 Counseling Theories**

**Professor Edward Ewe, Instructor**

**Fall 2015**

This course contributes to student learning outcomes for the M.A. Christian Counseling degree 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.

| Degree Program Outcomes                                                                                                                                                  | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------|----------------------|-----------------|
| <b>Theology/Philosophy of Counseling</b>                                                                                                                                 |                          |                       |                      |                 |
| Develop a cohesive theology of counseling with theological reflection on the counseling process, emphasizing Spirit-directed change.                                     |                          |                       | X                    |                 |
| <b>Assessment Techniques</b>                                                                                                                                             |                          |                       |                      |                 |
| Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.                                         |                          |                       | X                    |                 |
| <b>Clinical/Theoretical Diagnostic Appraisal</b>                                                                                                                         |                          |                       |                      |                 |
| Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.                                                    | X                        |                       |                      |                 |
| <b>Treatment Plans in Response to Diagnosis</b>                                                                                                                          |                          |                       |                      |                 |
| Display the ability to develop relevant treatment plans in response to specific diagnoses, and the skill to implement them in the context of a therapeutic relationship. | X                        |                       |                      |                 |
| <b>Research Skills and Methodologies</b>                                                                                                                                 |                          |                       |                      |                 |
| Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.                                                            |                          |                       | X                    |                 |
| <b>Professional Code of Ethics</b>                                                                                                                                       |                          |                       |                      |                 |
| Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.                                                          |                          | X                     |                      |                 |