

**PSY5210 THEORY & PRACTICE OF COUNSELING**  
**Reformed Theological Seminary – Orlando & Jackson**

Summer 2020  
3 Credit Hours

**Instructor**

Javier Sierra, Psy.D., LMHC; LMFT

**Contact Information**

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**Class meeting time**

Tuesdays, Thursdays: 06/23 to 08/14

Fridays: 7/3, 7/17, 7/31, 8/14

10:00 am - 12:00 pm

**Office Hours**

By appointment (schedule via email)

**Course Description**

This course examines major theories and models of counseling and their application in the practice of clinical mental health counseling. These selected major counseling theories and their associated interventive techniques will be analyzed through the lens of scripture/special revelation and in the light of current research, especially evidence-based counseling strategies. The historical development of major counseling theories will be considered as well as their continuing impact on the current treatment of a broad range of mental health issues.

**Course Objectives (Knowledge and Skill Outcomes)**

Upon the successful completion of this course students will be able to:

- C01. Recount core concepts of selected major counseling theories (SMCT) related to clinical mental health counseling, (2.F.5.a. and 5.C.1.b.),
- C02. Recount how core concepts of SMCT have contributed to the history and current practice of clinical mental health counseling (5.C.1.a.),
- C03. Demonstrate knowledge of how core concepts of SMCT have been and could be further used preventively (2.F.5.j.) in the practice of clinical mental health counseling, (5.C.1.b.),
- C04. Develop evidence-based counseling interventions (2.F.5.j.) derived from concepts and techniques of SMCT and applied to case studies of a broad range of mental health issues (5.C.3.b.).
- C05. Demonstrate an understanding of theological analyses of SMCT presented in class lecture and readings especially as they pertain to spiritual and worldview aspect of the counseling field. (2.F.2.g.),
- C06. Demonstrate how knowledge of core concepts of SMCT is informing the development of their own personal models/frameworks of counseling (2.F.5.n.),
- C07. Demonstrate an overview of ethical concepts relevant to mental health counseling theories and commensurate to students' level of training thus far achieved (2.F.5.e).

**Methods of Instruction**

Didactic classroom presentation, case examples, in-class exercises, and online discussions.

## Assignments (Student Performance Evaluation Criteria)

### A1. Theory Summary Papers (30% of grade)

Students will upload to the proper link on Canvas, a completed Theory Summary Paper (following the Theory Summary Sheet) by Monday at 1:00 PM on the week that the theory is discussed. Each summary will be 2-3 pages (not including title page), APA style. A template describing the format for the Theory Summary Paper is in Appendix 1 at the end of this syllabus. A total of 7 papers are due throughout the summer. The instructor will assign the theory to be studied the week prior the paper is due. A rubric is at the end of this syllabus.

*(Evaluates CO1, 2, 3, 4, 5, & 6).*

### A2. Final Examination (30% of grade)

A fifty question exam (multiple choice, true or false & brief answer) will be available online in the virtual classroom (Canvas). This exam will be based on all the materials covered in class (texts, lectures, articles and discussions). Students may take the exam at their convenience on the day of their choice, during the selected weekend (August 14<sup>th</sup> to 17<sup>th</sup>), but they may only take it all at once. There will be only one attempt allowed to answer the questions. Once you've entered the exam, it will be open only for 120 minutes. THIS IS AN OPEN-BOOK/OPEN-NOTES EXAM. Students are NOT to copy any of the questions nor discuss the exam with any other student before 11:55 PM on the August 17<sup>th</sup>. The exam will be ready from 12:00 PM on August 14<sup>th</sup> until 11:55 PM on the 17<sup>th</sup>.

*(Evaluates CO 1, 2, 3, 4, 5, 6, & 7).*

### A3. Online Discussion Forums (20% of grade)

There will be one online discussion every week of class. A question, statement, case or video will be posted in a Forum link in our Virtual classroom on Canvas. Each student (individually) will respond to the instructor's posting and to at least two other students' postings. These discussions will be directly related to the theories of the week. They will be open on Monday mornings and closed on Sunday evenings. Well-thought-out postings that add something intellectually to the discussion are required for a good grade. Your initial posting should fully answer the questions posed in the course interface. Additionally, you must reply to at least two of your classmates' postings. **Postings of the "I agree" or "Me too" variety are not acceptable for grading purposes. Only postings that demonstrate scholarly analysis of the topic and course materials will be counted for grading purposes.** The assignment will open early on Monday, then you will have until the fourth day of the week (Thursday) to answer the instructor's posting (make sure your answer is not less than 100 words) and until the seventh day (Sunday) to respond to the initial postings of two classmates (make sure your responses are not less than 80 words to each of them). Please keep in mind that it is the student's responsibility to check every week for a new discussion forum and to follow their instructions properly (not all forums follow the same format).

*(Evaluates CO 1, 4, 5, 6, & 7).*

### A4. Theory of Change essay (20% of grade)

At the end of the semester, students will write a 3-4-page paper (not including title page) describing their own "theory of change." While a person's theory of change will grow and evolve with time and experience, a basic theory of how individuals get into difficulty, and how they change and grow will be the focus of this paper. It is expected that students will integrate knowledge from their readings in the course, but the idea is that students will express their authentic thoughts as well. APA style. Due August 21<sup>st</sup>, 2020 by 11:59 pm in Canvas *(Evaluates CO 6).*

**Required Course Materials (Texts, Readings, Videos, etc.):**

- M1. Corey, Gerald. (2016). *Theory and practice of counseling and psychotherapy (10th ed.)*. Boston, MA: Brooks/Cole. ISBN: 978-1305263727
- M2. Jones, S. & Butman, R. (2011). *Modern psychotherapies: A comprehensive Christian appraisal (2nd ed.)*. Downers Grove, IL: IVP Academic. ISBN: 978-0830828524
- M3. Early, J. (2009). *Self-Therapy: A Step-By-Step Guide to Creating Wholeness and Healing Your Inner Child Using IFS, A New, Cutting-Edge Psychotherapy, second edition*. Larkspur, CA: Pattern System Books. ISBN: 978-0984392773
- M4. Center for Substance Abuse Treatment. *Enhancing Motivation for Change in Substance Abuse Treatment*. Treatment Improvement Protocol (TIP) Series, No. 35. HHS Publication No. (SMA) 13-4212. Rockville, MD: Substance Abuse and Mental Health Services Administration, 1999. Available free online: <https://store.samhsa.gov/product/Enhancing-Motivation-for-Change-in-Substance-Abuse-Treatment/SMA12-4097>

**Optional Materials:**

- M5. Gehart, D. R. (2015). *Case documentation in counseling and psychotherapy: A theory-informed, competency-based approach*. Brooks/Cole. ISBN: 978-1305405219
- M6. Jones-Smith, E. (2014). *Theories of counseling and psychotherapy: An integrative approach. 2<sup>nd</sup> ed.* SAGE Publications. ISBN: 978-1483351988
- M7. Prochaska, J. O., Norcross, J., & DiClemente, C. (2007). *Changing for good: A revolutionary six-stage program for overcoming bad habits and moving your life positively forward*. Quill. ISBN: 978-0380725724
- M8. Richardson, W. J. (2007). Internal family systems therapy meets evangelical Christianity: Integration of diverse communities and theories. Available at: <http://brichardson.rts.googlepages.com>.
- M9. Schwartz, R. (1997). *Internal family systems therapy*. New York: Guilford Press. ISBN: 978-1572302723
- M10. Teyber, E., & Teyber, F. H. (2016). *Interpersonal process in therapy: An integrative model, 7<sup>th</sup> edition*. Australia: Brooks/Cole Cengage Learning. ISBN: 978-1305271531
- M11. Yalom, I. (2012). *Love's executioner and other tales of psychotherapy (2nd ed.)*. New York: Basic. ISBN: 978-0465020119

## Course Process and Schedule

Have readings completed before class. TSP assignments are due by 1:00pm (before class) on the date assigned. All assignments are to be submitted via Canvas.

Lecture ID	Date	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L1	6/23	Introduction & Overview, Syllabus Clinical Mental Health Counseling in the 21 <sup>st</sup> Century	M1. Corey 4 M2. Butman & Jones 1-2		2.F.5.a.; 2.F.5.e; 2.F.5.n.; 5.C.1.a.; 5.C.1.b.
L2	6/25	Psychoanalytic Approaches <ul style="list-style-type: none"> <li>• Classic Psychoanalysis</li> <li>• Psychodynamic Therapy</li> <li>• Object-Relations Theory</li> </ul>	M2. Butman & Jones 3 M1. Corey 4	TSP: Psychoanalytic Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L3	6/30	Psychoanalytic Approaches <ul style="list-style-type: none"> <li>• Adlerian Therapy</li> <li>• Attachment Theory</li> </ul>	M2. Butman & Jones 4 M1. Corey 5	TSP: Adlerian Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L4	7/02	Behavioral & Cognitive Approaches <ul style="list-style-type: none"> <li>• Behavior Therapy</li> <li>• REBT</li> </ul>	M2. Butman & Jones 5 M1. Corey 9	TSP: Behavioral Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
	7/03	Theories Review	Video	Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L5	7/07	Behavioral & Cognitive Approaches <ul style="list-style-type: none"> <li>• Cognitive Therapy, CBT</li> </ul>	M2. Butman & Jones 6 M1. Corey 10	TSP: CBT Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L6	7/09	Behavioral & Cognitive Approaches <ul style="list-style-type: none"> <li>• Reality &amp; Choice Therapies</li> <li>• Third Wave CBT (ACT, DBT, Mindfulness-based)</li> </ul>	M1. Corey 11	TSP: Reality Therapy Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L7	7/14	Existential and Humanistic Approaches <ul style="list-style-type: none"> <li>• Existential Therapy</li> <li>• Gestalt Therapy</li> </ul>	M2. Butman & Jones 7 M1. Corey 6 & 8	TSP: Existential Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L8	7/16	Existential and Humanistic Approaches <ul style="list-style-type: none"> <li>• Person-Centered</li> </ul>	M1. Corey 7	TSP: Person- Centered Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
	7/17	Theories Review	Video	Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L9	7/21	Existential and Humanistic Approaches <ul style="list-style-type: none"> <li>• Motivational Interviewing (MI)</li> <li>• Transtheoretical Model</li> </ul>	M4. SAMHSA TIP 35	TSP: Motivational Interviewing Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L10	7/23	Social Constructivism & Postmodern Approaches <ul style="list-style-type: none"> <li>• Family Systems Therapy</li> </ul>	M1. Corey 14	TSP: Family Systems Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L11	7/28	Social Constructivism & Postmodern Approaches <ul style="list-style-type: none"> <li>• Internal Family Systems</li> </ul>	M3. Earley M7. Richardson	TSP: IFS Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L12	7/30	Postmodern Approaches <ul style="list-style-type: none"> <li>• Feminist Therapy</li> <li>• Solution-Focused Therapy</li> </ul>	M1. Corey 12 & 13	TSP: Postmodern Psychotherapies Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.

	7/31	Theories Review	Video	Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L13	8/04	Postmodern Approaches • Narrative Therapy	M1. Corey 13	TSP: Narrative Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L14	8/06	Current Approaches • Neuroscience & Neuropsychotherapy	Material will be distributed in class	TSP: Neuropsychotherapy Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L15	8/11	Current Approaches • Models of Integration: Multimodal Therapy & EFT	M1. Corey 15	TSP: Integrational Models Discussion Forum	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L16	8/13	Current Approaches • Finding Your Theoretical Base	M1. Corey 15		2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 2.F.5.n.
	8/14	Overview			2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
	8/21	<b>Theory of Change Paper due</b>		***	
	8/14	<b>Final Exam due</b>		***	

## Policies and Important Information

**APA-Style.** All written work must conform to American Psychological Association (APA) style, 6<sup>th</sup> edition. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Access to Research Database.** RTS provides MAC students with access to the PsycARTICLES Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following instructions emailed to you (including a username and password).

**Submission of work.** All assignments should be submitted via Canvas.

<b>Grading Scale:</b>	B- (86-87)	D (72-74)
A (97-100)	C+ (83-85)	D- (70-71)
A- (94-96)	C (80-82)	F (Below 70)
B+ (91-93)	C- (78-79)	
B (88-90)	D+ (75-77)	

**Attendance Policy:** Regular attendance is expected and required. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

**Class Participation:** Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

## Student Learning Outcome Table

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in earlier sections of this syllabus.

CACREP Standards	COURSE OBJECTIVES	MATERIALS	LECTURES	ASSIGNMENTS
2.F.5.a. 5.C.1.b.	CO1. Recount core concepts of <b>selected major counseling theories</b> (SMCT) <i>related to clinical mental health counseling,</i>	M1. Corey (4-13) M2. Butman & Jones M3. Earley M4. SAMHSA M7. Richardson	L2-L16	A1, A2, A3
5.C.1.a.	CO2. Recount how core concepts of SMCT have contributed to the <i>history and development of clinical mental health counseling</i>	M1. Corey (1-15)	L1-L16	A1
5.C.1.b., 2.F.5.j.	CO3. Demonstrate knowledge of how core concepts of SMCT have been and could be further used <i>preventively</i> in the practice of clinical mental health counseling,	M1. Corey (1-15) M2. Butman & Jones	L1-16	A1, A2
2.F.5.j 5.C.3.b.	CO4. Develop <i>evidence-based counseling interventions</i> derived from concepts and techniques of SMCT and applied to case studies of a <i>broad range of mental health issues</i>	M1. Corey Videos and class demonstrations	L2-16	A2, A3
2.F.2.g.	CO5. Demonstrate an understanding of theological analyses of SMCT presented in class lecture and readings,	M2. Butman & Jones	L1-16	A1, A4
2.F.5.n.	CO6. Demonstrate how knowledge of core concepts of SMCT is informing the <i>development of their own personal models/frameworks</i> of counseling	M1. Corey (15)	L1-16	A3, A4
2.F.5.e	CO7. Demonstrate an overview of ethical concepts relevant to mental health counseling theories and commensurate to students' level of training thus far achieved	M1. Corey (3)	L1	A2

**Appendix 1 – Format for Theory Summary Paper**

*All theory summary sheets should include an APA-style title page and APA-style formatting throughout.*

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*Theory Summary Paper*

Based on the readings in Corey and Jones & Butman, study the specific counseling theory and answer the following basic questions (The completed sheet should be between 2- 3 pages, double-spaced):

Identify theory (i.e. Gestalt, Person-Centered etc.) \_\_\_\_\_

- 1) **Who/When:** Please identify major contributors to the development of this particular counseling theory and discuss how these fit into the past history and present understanding of this theoretical orientation in the field of counseling.
  - 2) **Concepts and Ideas:** Please discuss the basic tenants of this theoretical orientation. Please include some comments concerning wellness and the preventive aspect of human behavior that may be understood and engaged using this type of orientation.
  - 3) **Basic Nature of the Human Condition:** How would a practitioner in the fields of counseling perceive their clients if they followed this particular theoretical orientation?
  - 4) **Psychopathology:** How would a proponent of this particular counselling orientation answer the question “What causes psychopathology?” or “What causes people problems?”
  - 5) **Growth/Change:** How does this orientation of counseling describe and explain the growth/healing available to a person? In other words, “How do people get better?”
  - 6) **Clinical Mental Health Counseling:** How does this theory apply to the modern discipline of mental health counseling? Is it prevalent? How do the realities of health care in the USA support or challenge the use of this theoretical orientation in CMHC?
  - 7) **Personal Reaction / Spiritual Issues:** How does this theoretical orientation fit into your own personal philosophy of counseling? How does it integrate with your spiritual worldview?
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### Scoring Rubric: Theory Summary Papers

Component	Expectation	Points Awarded
<b>Title Page &amp; Running Header</b>	Title page & running header formatted according to APA style (6 <sup>th</sup> ed).	___ / 5 max pts
<b>Who / When</b>	Identifies major contributors to the development of counseling theory, time period when theory was developed, and how it fits into the overall history of the development of counseling theories.	___ / 15 max pts
<b>Concepts / Ideas</b>	Discusses basic tenants of theoretical orientation. Includes concepts related to wellness and preventive.	___ / 15 max pts
<b>Human Condition</b>	Addresses how the human condition is understood through this theoretical orientation.	___ / 15 max pts
<b>Psychopathology</b>	Addresses natural of psychological problems and/or human suffering in light of this theory.	___ / 15 max pts
<b>Growth / Change</b>	Addresses the question: "How do people get better?" from the perspective of this theory.	___ / 15 max pts
<b>Clinical Mental Health Counseling</b>	Addresses role of the theory in the current practice of CMHC.	___ / 5 max pts
<b>Personal Reaction / Spiritual Issues</b>	Gives personal evaluation, reaction, and/or critique of theory. Includes reflection on theological/spiritual integration.	___ / 10 max pts
<b>On Time</b>	Assignment submitted to Canvas by 1:00pm on the due date.	___ / 5 max pts
<b>TOTAL POINTS</b>	<b>Total Points:</b>	___ / 100 pts





### Course Objectives Related to MAC\* Student Learning Outcomes

Course: PSY5210 Theory and Practice of Counseling  
 Professor: Javier Sierra, PsyD  
 Campus: Orlando/Jackson  
 Date: 06/2020

<b>MAC* Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		<b>Strong, Moderate, Minimal, None</b>	
<b>Professional Counseling Orientation &amp; Ethical Practice</b>	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Moderate	Considers history of the development of theories of counseling and psychology, as well as current applications.
<b>Social &amp; Cultural Diversity</b>	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Minimal	Looks at each theory through the lens of multicultural application.
<b>Human Growth &amp; Development</b>	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Minimal	Considers human growth & development through the lens of each counseling theory.
<b>Career Development</b>	Understands and applies theories and models of career development, counseling, and decision making.	None	None
<b>Counseling &amp; Helping Relationships</b>	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Strong	In-depth exploration of theories and models of counseling.
<b>Group Counseling &amp; Group Work</b>	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	Minimal	Considers how each theory may apply in group settings.
<b>Assessment &amp; Testing</b>	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	Minimal	Discussion of personality development and assessments.
<b>Research &amp; Program Evaluation</b>	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Minimal	Considers each theory through the lens of evidence-based practice.
<b>Clinical Mental Health Counseling</b>	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Moderate	Consideration of each theory in light of the modern practice of clinical mental health counseling
<b>Integration (Biblical/Theological)</b>	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Moderate	Integration of biblical and theological concepts woven throughout the course.
<b>Sanctification</b>	Demonstrates a love for the triune God.	Moderate	Examination of "how people change" or are sanctified.