

PSY5210 THEORY & PRACTICE OF COUNSELING

Reformed Theological Seminary – Orlando

Fall 2022
3 Credit Hours

Instructor

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Contact Information

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Class meeting time

Tuesdays, 9:00am-12:00pm

Office Hours

By appointment

<https://elizabethpennock.appointlet.com>

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).

Course Objectives (Skill Outcomes, Lab Component)

This course will include a practical portion that will provide students an opportunity for further development of fundamental helping skills begun in PSY5100 Counseling and Helping Relationship Skills, as well as the practice of skills and techniques associated with SMCT.

Methods of Instruction

Didactic classroom presentation, case examples, in-class exercises, and experiential lab skills-practice.

Assignments (Student Performance Evaluation Criteria)

A1. Theory Summary Sheets (35% of grade)

Students will submit a completed Theory Summary Sheet (TSS) by 1:00pm on the day that the theory is discussed (to be uploaded to Canvas). Each summary will be 2-3 pages, APA style. An example of the format for the Theory Summary Sheet and the grading rubric are at the end of this syllabus. A total of 12 TSS's are due throughout the semester.

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

A2. Counseling Theories/Models: Applied Knowledge Assignment (25% of grade)

A take home final exam (in essay format) will be available on Canvas is **due on Wednesday, December 7, 2022 at 11:00am in Canvas**. On this final assignment students will be required to apply knowledge of specified counseling models and associated intervention strategies to given case scenarios. APA style required.

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

A3. Yalom: Oral Presentations & Class Discussions (15% of grade)

The class will be divided into groups and each group will be assigned chapters of the Yalom text to present to the class. These presentations will include a short summary of the chapters followed by a facilitated discussion of the chapters, considering ethical issues, application of concepts, related theories, spiritual issues, and the development of a personal counseling theory. Students will be expected to include ideas from the other course readings as they relate to the issues presented in Yalom. All students are expected to read each chapter of Yalom in preparation to participate.

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

A4. Theory of Change essay (25% of grade)

At the end of the semester, students will write a 3-4-page paper 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. APA style. A rubric with more details about this assignment can be found at the end of this syllabus. **Due November 22, 2022 by 11:59pm 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.)*. Brooks/Cole. ISBN: 978-1305263727
- M2. Jones, S., & Butman, R. (2011). *Modern psychotherapies: A comprehensive Christian appraisal (2nd ed.)*. IVP Academic. ISBN: 978-0830828524
- M3. Johnson, S., & Campbell (2021). *A primer for emotionally focused individual therapy (EFIT)*. Routledge. ISBN-13: 978-0367548254
- M4. Yalom, I. (2012). *Love's executioner and other tales of psychotherapy (2nd ed.)*. New York: Basic. ISBN: 978-0465020119
- M5. 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/system/files/sma13-4212.pdf>

For further reading (not required):

- M6. Richardson, W. J. (2007). Internal family systems therapy meets evangelical Christianity: Integration of diverse communities and theories. Available at: <http://brichardson.rts.googlepages.com>.
- M7. Teyber, E., & Teyber, F. H. (2016). *Interpersonal process in therapy: An integrative model, 7th edition*. Australia: Brooks/Cole Cengage Learning.
- M8. Gehart, D. R. (2015). *Case documentation in counseling and psychotherapy: A theory-informed, competency-based approach*. Brooks/Cole. ISBN-13: 978-1305405219
- M9. Jones-Smith, E. (2014). *Theories of counseling and psychotherapy: An integrative approach. 2nd ed.* SAGE Publications. ISBN-13: 978-1483351988
- M10. Schwartz, R. (1997). *Internal family systems therapy*. New York: Guilford Press. ISBN-13: 978-1572302723
- M11. 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-13: 978-0380725724

Course Process and Schedule

Have readings completed before class. TSS assignments are due by 1:00pm (before class) on the date assigned. All assignments are to be submitted via Canvas. Schedule subject to change at instructor's discretion.

Lecture ID	Date	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L1	8/30	Introduction & Overview Clinical Mental Health Counseling in the 21 st Century	M2. Butman & Jones 1-2 M4. Yalom 1		2.F.5.a.; 2.F.5.e; 2.F.5.n.; 5.C.1.a.; 5.C.1.b.
L2	9/6	Psychoanalytic Approaches <ul style="list-style-type: none"> • Classic Psychoanalysis • Object-Relations Theory 	M1. Corey 4 M2. Butman & Jones 3 M4. Yalom 2	TSS: Psychoanalytic	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L3	9/13	Psychoanalytic Approaches <ul style="list-style-type: none"> • Psychodynamic Therapy • Adlerian Therapy 	M1. Corey 5 M2. Butman & Jones 4 M4. Yalom 3	TSS: Adlerian Yalom, Group 1	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L4	9/20	Behavioral & Cognitive Approaches <ul style="list-style-type: none"> • Behavior Therapy 	M1. Corey 9 M2. Butman & Jones 5 M4. Yalom 4	TSS: Behavioral Yalom, Group 2	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L5	9/27	Behavioral & Cognitive Approaches <ul style="list-style-type: none"> • Cognitive Therapy, CBT 	M1. Corey 10 M2. Butman & Jones 6 M4. Yalom 5	TSS: CBT Yalom, Group 3	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L6	10/4	Behavioral & Cognitive Approaches <ul style="list-style-type: none"> • Reality & Choice Therapies • Third Wave CBT (ACT, DBT, Mindfulness- based) 	M1. Corey 11 M3. Johnson/Campbell 1 M4. Yalom 6	TSS: Reality Therapy Yalom, Group 4	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
	10/11	FALL READING WEEK	No class		

Lecture ID	Date	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L7	10/18	Experiential and Humanistic Approaches <ul style="list-style-type: none"> • Person-Centered • Attachment-Based approaches 	M1. Corey 7 M2. Butman & Jones 7 M3. Johnson/Campbell 2	TSS: Person-Centered Yalom, Group 5	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L8	10/25	Experiential and Humanistic Approaches <ul style="list-style-type: none"> • Existential Therapy 	M1. Corey 6 M3. Johnson/Campbell 3 M4. Yalom 7	TSS: Existential Yalom, Group 6	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L9	11/1	Experiential and Humanistic Approaches <ul style="list-style-type: none"> • Gestalt Therapy 	M1. Corey 8 M3. Johnson/Campbell 4 M4. Yalom 8	TSS: Gestalt Yalom, Group 7	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L10	11/8	Experiential and Humanistic Approaches <ul style="list-style-type: none"> • Emotion-Focused Therapy • Experiential Therapies 	M2. Butman & Jones 8 M3. Johnson/Campbell 5 M4. Yalom 9	TSS: Experiential Therapy Yalom, Group 8	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L11	11/15	Experiential and Humanistic Approaches <ul style="list-style-type: none"> • Motivational Interviewing (MI) • Transtheoretical Model 	M3. Johnson/Camp 6-7 M4. Yalom 10	TSS: Motivational Interviewing Yalom, Group 9	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L12	11/22	Postmodern Approaches <ul style="list-style-type: none"> • Feminist Therapy • Narrative Therapy • Solution-Focused Therapy 	M1. Corey 12-13 M3. Johnson/Camp 8-9	TSS: Postmodern Psychotherapies Yalom, Group 10	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 5.C.1.b.; 5.C.3.b.
L13	11/29	Integrative Approaches <ul style="list-style-type: none"> • Internal Family Systems • Interpersonal Psychotherapy Finding Your Theoretical Base	M3. Johnson/Campbell 10-11	TSS: EFIT (Johnson/Campbell)	2.F.5.a.; 2.F.5.j.; 2.F.2.g.; 2.F.5.n.
	12/7	Final Exam due	Upload to Canvas	By 11:00am	

Policies and Important Information

APA-Style. All written work must conform to American Psychological Association (APA) style, 7th 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. 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 PsychARTICLES 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.

Grading Scale:

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

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.

Format for Theory Summary Sheets

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

Theory Summary Sheet

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 Sheets

Component	Expectation	Points Awarded
Title Page & Headers	Title page & page headers formatted according to APA style (7 th ed) for student papers.	___ / 5 max pts
Who / When	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
Concepts / Ideas	Discusses basic tenants of theoretical orientation. Includes concepts related to wellness and preventive.	___ / 15 max pts
Human Condition	Addresses how the human condition is understood through this theoretical orientation.	___ / 15 max pts
Psychopathology	Addresses natural of psychological problems and/or human suffering in light of this theory.	___ / 15 max pts
Growth / Change	Addresses the question: "How do people get better?" from the perspective of this theory.	___ / 15 max pts
Clinical Mental Health Counseling	Addresses role of the theory in the current practice of CMHC.	___ / 5 max pts
Personal Reaction / Spiritual Issues	Gives personal evaluation, reaction, and/or critique of theory. Includes reflection on theological/spiritual integration.	___ / 10 max pts
On Time	Assignment submitted to Canvas by 1:00pm on the due date.	___ / 5 max pts
TOTAL POINTS	Total Points:	___ / 100 pts

Scoring Rubric: Theory of Change Essay

Component	Expectation	Points Awarded
APA Style, Writing Quality, and On Time	Title page & header formatted according to APA style (7 th ed.) for student papers. Entire paper written according to APA style. Use headers to guide reader. Writing meets standards for graduate papers. Assignment submitted on time (5 points deducted per day late).	___ / 15 pts
Introduction	A 1-2 paragraph introduction that (1) specifies the main topics that will be covered, (2) hints at what you want the reader to know after completing your paper, and (3) indicates which counseling theories have influenced your personal theory of change the most.	___ / 5 pts
Human Condition	Discusses personal view of the human condition (may include: the nature of man, theological and psychological concepts that describe basic anthropology, etc.). Includes significant concepts related to wellness (what does flourishing look like). <u>For each section:</u> How do your spiritual and theological beliefs impact your understanding of this topic?	___ / 20 pts
Psychopathology	Addresses beliefs about the nature of psychological problems and/or human suffering. <u>For each section:</u> How do your spiritual and theological beliefs impact your understanding of this topic?	___ / 20 pts
Growth / Change	Addresses the question: "How do people get better?" <u>For each section:</u> How do your spiritual and theological beliefs impact your understanding of this topic?	___ / 20 pts
Counseling	What is the role of counseling in helping people get better? <u>For each section:</u> How do your spiritual and theological beliefs impact your understanding of this topic?	___ / 15 pts
Conclusion	A 1-2 paragraph conclusion that 1) summarizes the overall paper and 2) shares final insights/comments about your theory of change.	___ / 5 pts
TOTAL POINTS	Total Points:	___ / 100 pts

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 selected major counseling theories (SMCT) <i>related to clinical mental health counseling,</i>	M1. Corey (4-13) M2. Butman & Jones M3. Johnson/Campbell M4. Yalom M5. SAMHSA	L2-L13	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-L13	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	L1-13	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 M3. Johnson/Campbell Videos and class demonstrations	L2-13	A2, A3
2.F.2.g.	CO5. Demonstrate an understanding of theological analyses of SMCT presented in class lecture and readings,	M2. Butman & Jones	L1-13	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)	L1-13	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



Course Objectives Related to MAC Student Learning Outcomes

Course: PSY5210 Theory and Practice of Counseling
 Professor: Elizabeth Pennock
 Campus: Orlando
 Date: Fall 2022

MAC Student Learning Outcomes		Rubric	Mini-Justification
<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>		Strong, Moderate, Minimal, None	
Professional Counseling Orientation & Ethical Practice	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.
Social & Cultural Diversity	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.
Human Growth & Development	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.
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	None	None
Counseling & Helping Relationships	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.
Group Counseling & Group Work	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.
Assessment & Testing	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.
Research & Program Evaluation	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.
Clinical Mental Health Counseling	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
Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Moderate	Integration of biblical and theological concepts woven throughout the course.
Sanctification	Demonstrates a love for the triune God.	Moderate	Examination of "how people change" or are sanctified.