

21 January 2014

Houston Graduate School of Theology

COU/PC 530 Theories of Counseling and Psychotherapy

Spring 2014, Thursdays, 1:30 pm – 4:00 pm

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The mission of Houston Graduate School of Theology is empowering spiritual leadership through the intellectual, spiritual, and vocational development of men and women in order to advance the gospel of Jesus Christ throughout the world.

I. Course Description

An introduction to the history of psychotherapy and to current postmodern schools of theoretical and clinical research, with attention to individual therapy, family systems theory, and the relationship between psychotherapy and spirituality.

II. Student Learning Outcomes

Upon completion of this course, the student will be able to:

- A. Integrate a biblical approach to contemporary counseling, psychological issues, and theories.
- B. Recognize a variety of contrasting theoretical models underlying the basic counseling process.
- C. Summarize the theoretical and practical background to critically evaluate contemporary psychological theories of human behavior.
- D. Comprehend information about the therapeutic process and the practical elements of the counseling interaction.
- E. Initiate the development of an integration of the theoretical experiential theories in order to form their own personal model of the counseling process.
- F. Integrate theories, experiences, and scripture to form a theological model of the counseling process.
- G. Fulfill the requirements for the Texas State License Professional Counselor Exam.

III. Texts

Required Textbooks

Gerald Corey, *Theory and Practice of Counseling and Psychotherapy*. 9th ed. Belmont, Brooks and Cole. 2013. ISBN- 13: 978-0-8400-2854-9; ISBN – 10: 0-8400-28547

Gerald Corey, *Student Manual for Theory and Practice of Counseling and Psychotherapy* (9th Edition). Belmont, CA: Brooks and Cole, 2012

Siang-Yang Tan. Counseling and Psychotherapy: A Christian Perspective. Baker Academic. 2011. ISBN 10: 080102966X; ISBN 13: 978 – 0801029660

IV. Course Requirements

- A. Take one's turn in leading a short meditation relevant to the spirituality of pastoral care givers and client needs at the beginning of class.
- B. Prepare weekly assignments, including critical thinking reflection exercises from each chapter and case studies.
- C. Periodic quizzes, and related items to give practice in dealing with the State Licensing Exam.
- D. Final Assignment: A five to seven (5 -7) page research paper examining a major theory studied in this course. Do not give a summary of the textbook content. Demonstrate that you understand the various models by looking for common denominators among several therapy approaches. Show how you might use key concepts and techniques from the various approaches in working with diverse client groups.
 1. Include Scripture and Biblical references that reflect your integration of psychological theories and a Christian theological perspective.
 2. Include case examples that reflect your interest in the subject.
 3. Utilize at least ten sources of scholarly depth and proved appropriate citations.
 4. Double-spaced. APA format.
 5. **Due Date: 01May 2014.**
- E. Major Exams: Mid-Term (**13 March 2014**) and Final Exam (**08 May 2014**).
- F. Final Grades are determined by the following:
 - 25% Weekly Assignments: Attendance/Participation/Quizzes
 - 25% Mid-Term
 - 25% Final Exam
 - 25% Final Paper

V. Grading Scale:

A	98-100
A-	94-97
B+	92-93
B	89-91
B	86-88
C+	84-85
C	80-83
C-	75-78
D	74-70
F	0-69

VI. Policies

- A.** Regular attendance and submission of assignments on due dates in syllabus is expected. Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. Attendance is required at scheduled classes and at the scheduled start time. The student could lose as much as a letter grade for excessive tardiness.
- B.** This course is conducted as a professional seminar. Full attendance and informed participation, as well as leadership in areas of your own professional interest, are expected and required.
- C.** If in the rare circumstance you must be absent for a session, please inform the professor. If you miss more than two classes, there will be a consequence of an automatic one letter grade lowering. Four tardies of more than 30 minutes will equal one absence.
- D.** Work is expected on the due date. Students should expect a grade reduction of up to one letter grade on late papers.
- E. Electronic Equipment Usage in Classrooms**
It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.
- F. Turnitin.com**
1. All written assignments are subject to required submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
 2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
 3. Students will submit assignments by the due date and time, but they will still submit the assignments in a hard copy format.
- G. Incompletes**
In cases of extenuating circumstances, and at the discretion of the instructor, a student may request and apply for an extension on all required assignments, which are not completed by the end of the semester or term, subject to a 5-point grade reduction on the final grade of each assignment. If an extension is granted, the instructor will record a grade of "I" (Incomplete) and set an extension of time, not to exceed thirty calendar days from the end of the class, within which to complete the work. Additional extensions may be granted only by the Academic Dean or Associate Dean and only after a student has petitioned the Dean in writing. If the course work is not completed within the extended

time allotment, the grade of “I” will be converted to the grade earned by the student up to that point. The student is responsible to ensure that all necessary paperwork is submitted to the registrar’s office by the deadline published in the school calendar.

H. Plagiarism

Plagiarism is presenting the work of another person as one’s own without giving proper credit for the use of the information. Students must not quote books, articles, essays, or Internet sites without giving proper credit to the author(s). Students should guard against plagiarism by crediting the original author through use of proper citations. Internet plagiarism is a particularly easy and tempting form of intellectual theft. Cutting and pasting sentences and paragraphs from the Internet without citations is plagiarism. Failure to cite Internet sources is plagiarism. Any student who is found guilty of plagiarism is subject to a range of consequences as outlined below.

1. If a faculty member suspects plagiarism, the instructor will investigate. If suspicions are confirmed, the faculty member will present the evidence to the appropriate Associate Dean as a record of the offense. If the Associate Dean concurs with the allegations, the following procedures should be implemented as applicable:
 - The faculty member may discuss the offense with the student following consultation with the Associate Dean, but the student will meet with the Associate Dean.
 - For a first offense, the faculty member, in consultation with the Associate Dean, may give opportunity for a rewrite of the assignment or may assign a grade of zero for the plagiarized assignment.
 - For a particularly egregious case of plagiarism on a major assignment, the consequences could result in automatic failure of the course.
2. The student may appeal the above-mentioned decisions of the faculty member in writing to the Academic Dean.
3. The second confirmed offense will result in expulsion from school. The student will be notified by a letter from the Academic Dean. His or her only opportunity for appeal will be to the President in writing. The President’s decision will be final.

I. Library Usage

A student’s ability to get the most out of library resources will enhance the possibility of earning a high grade in this class. Therefore, students should consider using, in addition to the HGST library, one or more of the following libraries.

1. *Houston Public Library*— Any resident of Texas can obtain a free Houston Public Library card. Library cardholders have access to all of the books in the library system as well as the use of free interlibrary loans, meaning that HPL cardholders can borrow almost any book available. Cardholders can use the library’s website, www.houstonlibrary.org, to search the catalog and manage interlibrary loans. The website also contains links to WorldCat and other online databases that will enhance your research. The HPL location that is closest to HGST, the Collier Regional Branch (832-393-1740), is located at 6200 Pinemont, which is less than three miles from campus. A better option would be the newly expanded and renovated Central Library (832-393-1313), which is located downtown at 500 McKinney. In addition, HPL has many other locations. The HGST library can give you an application for an HPL library card, or you can print the application form from their website.

2. *Fondren Library at Rice University*— The Fondren Library (713-348-5113) is located at 6100 Main. Please visit www.rice.edu/fondren for more information. The procedure for borrowing books at the Fondren Library is, first, go to the online catalog [www.rice.edu/fondren] to search for available books; second, go to the HGST library and fill out a form, signed by HGST library personnel, to take with you to the Fondren Library for each book; third, retrieve the book(s) yourself; fourth, take the book(s) and the signed form to the circulation desk to complete checkout (return the yellow copy to the HGST library; when the book(s) are returned to the Fondren Library, they will indicate so on the pink and gold copies; return the pink copy to the HGST Library and keep the gold copy for your records).
3. Lanier Theological Library is a new resource for scholarly theological research in the Houston area. The library is open to the public, Monday-Friday, 9:00 AM - 5:00 PM. The library is a research library with no circulation privileges. Nonetheless, students should consider Lanier Library to be a valuable research option. The catalog of Lanier Library is available online: <http://alexandria.lanierlibrary.net/#>.
4. *Cardinal Beran Library at St Mary's Seminary*—the home of an extensive theological library, St Mary's Seminary (713-686-4345) is located at 9845 Memorial Drive, only 4.6 miles from HGST. For more information, please visit <http://beran.stthom.edu>. The Doherty Library on the main campus of University of St Thomas is also an option.
5. *Library of the Presbytery of the New Covenant* – as an HGST student you have borrowing privileges at this library located at 1110 Lovett Blvd, Houston. To search their online catalog, go to <http://www.pbyofnewcovenant.org/cgi-bin/rqm/rqm.cgi>.
6. Other options include Harris County Public Library (www.hcpl.net) and the libraries at the University of Houston and Houston Baptist University.

VII. Notes for Writing Assignments

- A. Writing assignments, for MAC students, should conform to APA standards, especially for guidelines on submission of academic papers. (See Purdue OWL: APA Formatting and Style Guide @ owl.english.purdue.edu/owl/resource/560/01/).

MDiv students may use Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th Edition. This includes matters of style and format.

- B. The student should utilize 12-point Times New Roman font throughout. The instructor prefers that the student **not** use presentation or report binders or folders and prefers submission of papers with staples or binder clips.
- C. Critical or formal writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly. Failure to do so will be penalized.
 1. Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
 2. Never use contractions.

3. Avoid passive voice construction (i.e. The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
4. Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
5. Spellcheck! Spellcheck! Spellcheck! Dr. Terrill does not tolerate misspelled words. Failure to spellcheck will result in a substantive reduction on the grade for written assignments.
6. Grammar check works as well!
7. All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
8. Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

VIII. Class and Reading Schedule

Selected readings should be completed prior to class discussion on the assigned date.

Class Meeting		
	Corey	Tan
January 23 January 30	Intro 1-3 4 – Freud	Part 1 4 & 6
February 06 February 13 February 20 February 27	5- Alder 6- Existential 7 - Rogers 8- Gestalt	5 7 8 9
March 06 March 13 March 20 March 27	Assessments Midterm Spring Break 9- Behavioral	Assessments Midterm Spring Break 11
April 03 April 10 April 17 April 24	10 - Cognitive 11 & 12 Feminist & Reality 13- Post Modern 14- Family	12 10 13
May 01 May 08	Integration Paper Due Final Exam	4 Final Exam

The professor of record reserves the right to adjust classroom topics as the course develops.

IX. Bibliography

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American Psychiatric Association (2000) *Diagnostic and Statistical Manual of Mental Disorders: 4th edition*: Washington D.C.

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Bowen, M (1978) *Family Therapy in Clinical Practice*. New York: Aronson.

Carminer, S., and Nurieus, P. (2003) *Interviewing Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions*. (5th edition) Monterey, California: Brooks and Cole.

Dodgen, C. and Shea, W.M. (2000) *Substance Use Disorders: Assessment and Treatment*. San Diego: Academic Press.

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Frankl, V. (1963) *Man's Search for Meaning*. Boston: Beacon.

Freud, S. (1949) *An Outline of Psychoanalysis* New York: Norton Press.

Glasser, W. (2000) *Counseling with Choice Therapy* New York: Harper Collins.

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Jung, C.G. (1961) *Memories, Dreams, Reflections*. New York: Vintage.

Lazarus, A.A. (1971) *Behavior Therapy and Beyond*. New York: McGraw Hill.

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Rogers, C. (1961) *On Becoming a Person*. Boston: Houghton-Mifflin.

Sue, D. and Sue, D. (2003) *Counseling the Culturally Diverse in Theory and Practice* (4th edition) New York: John Wiley and Sons.

Weimer, I. (1998) *Principles of Psychotherapy* (2nd edition) New York: John Wiley and Sons.

Worthington, E. Jr., *Marriage Counseling: A Christian Approach to Counseling Couples*. (Downers Grove, IL: InterVarsity Press, 1989).

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