

### INSTRUCTORS

Lecturer and Online Instructor : Justin Smith, PsyD

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### DESCRIPTION

Survey of major models of individual and systemic counseling and consultation, especially empirically supported approaches to therapeutic processes and change. Relevant strategies cover crisis intervention, suicide prevention, community-based approaches, and ethical and cultural considerations. The student will be encouraged to develop a basic approach to counseling that is theoretically sound, empirically supported, sensitive to issues of faith-tradition, practical, and effective.

### COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Understand and articulate the purpose and usefulness of the major models in counseling and consultation and their empirical support.
2. Evaluate and critique the strengths and limitations of various approaches including their application to various and diverse populations.
3. Begin to develop a personal approach to counseling and to understand the role his or her personhood, beliefs, and behavior plays in that process, particularly in regard to the development of a professional identity.
4. Recognize the interplay between theory and techniques as it is demonstrated in counseling and psychotherapy practice.
5. Evaluate the various approaches from a Biblical/theological faith-tradition perspective.

### REQUIRED TEXTS

Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy* (10<sup>th</sup> ed.). Brooks/Cole.  
ISBN: 9781305263727.

Jones. S.L. and Butman, R.E. (2011). *Modern psychotherapies: A comprehensive Christian appraisal* (2<sup>nd</sup> ed.)  
IVP Academic. ISBN: 9780830828524.

### COURSE REQUIREMENTS

<b>Exams &amp; Quizzes [40%]</b> Quizzes [10%], Midterm [10%], Final [20%] [Outcomes 1, 2, 4, 5] Due: See Course Web Page	A midterm and final exam will cover the readings, lectures, and assignments. Lesson quizzes will cover material for that lesson.  All exams and quizzes are closed-book, closed-note and closed-Bible.
<b>Discussion Questions [20%]</b> [Outcomes 1, 2, 3, 4, 5] Due: See Course Web Page	Discussion Questions (DQs) for lessons will be based on that lesson's materials. Students must submit an initial post, answering the discussion question by Thursday of the week in which the DQ is posted at 11:55pm. A reply to a classmate's initial post must be

	<p>posted by the following Sunday at 11:55pm. The initial posting must have reflective and substantive material, bringing together the material from the readings and lectures, with at least two citations from the required reading. Grading will be based on the Discussion Question Grading Rubric (posted on the course webpage). The initial post should be at least 300 words (1 full page in a Microsoft Word Document). Replies to classmates must be at least 150 words (1/2 page of a Microsoft Word Document). A helpful way to answer the DQs is to first type the post into a Microsoft Word document, proofread, save, and then copy and paste it into the discussion question response box.</p>
<p><b>Case Formulation [20%]</b> [Outcomes 1, 2, 3, 4, 5] Due: See Course Web Page</p>	<p>Four case formulation papers will cover the major developments (or waves) in counseling theories. Students will select an approach from the assigned series of theories covered in the readings and lectures and apply one model/theory to a case vignette. Students should explain the case from the theory selected, including how the theory sees relevant clinical material and conditions for change.</p> <p>All reflection papers must be 3-4 pages, typed in 10-12 pt. font, follow APA format (SBL format for non-MAC program students is acceptable), and be checked for spelling, grammar, and format before being submitted. Citations and references are not necessary.</p>
<p><b>Research Paper [20%]</b> [Outcomes 1, 2, 3, 4, 5] Due: See Course Web Page</p>	<p>A major paper representing the student's current approach to counseling will be required. It is expected that the student will accurately and clearly present key concepts of a theory selected from the Corey text that most closely reflects the student's current approach to counseling. Primary, as well as secondary research is expected in explaining and critiquing the approach. The Jones and Butman text should inform the student's Biblical-theological framework, including but not limited to, the theory's approach to human nature, psychotherapy, and the therapeutic process is expected. Further guidelines and a grading rubric can be found on the course web page.</p> <p>The research paper must be 10-12 pages, typed in 10-12 pt. font, follow APA format (SBL format for non-MAC program students is acceptable), and be checked for spelling, grammar, and format before being submitted. Proper in-text citations and reference page required. <b>[Note:</b> Students having taken CF527 Biology, Cognition, &amp; Behavior should <b>not</b> select CBT as their approach for this paper.]</p>

### GRADING INFORMATION

Letter Grade	Percentage	Grade Points	Description
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A+	100-97	4.0	
A	96-93	4.0	Excellent; superior achievement.
A-	92-90	3.7	
B+	89-87	3.3	
B	86-83	3.0	Good; commendable achievement.
B-	82-80	2.7	
C+	79-77	2.3	
C	76-73	2.0	Satisfactory; acceptable achievement.
C-	72-70	1.7	
D+	69-67	1.3	
D	66-63	1.0	Poor; marginal achievement.
D-	62-60	0.7	
F	59-0	0.0	Failure to advance in the course. No credit earned. Computed in GPA.
S	N/A	N/A	Sufficient achievement of course objectives. Not computed in GPA.
U	N/A	N/A	Insufficient achievement of course objectives. Not computed in GPA.
EX	N/A	N/A	Extension. A formally approved petition for course extension.
NR	N/A	N/A	Not Received. Instructor has not yet submitted grade.
WP	N/A	N/A	Withdrew from class while passing. Not computed in GPA.
WF	N/A	0.0	Withdrew from class while failing. Computed in GPA until retake.

## **COURSE DETAILS**

### **On-Line Course Materials**

Lectures, handouts and other course materials will be posted to <http://ps.mrooms.net>. Please note that after the course is over the student will not have access to course material on the website.

### **Participation**

Students are expected to actively participate in the online learning environment. This may include logging on multiple times per week to view material, complete quizzes or exams, and to post responses to discussion questions.

### **Online Course Weeks**

An online course “Week” corresponds to a 7-day week and runs **Monday – Sunday**. The course is based on **Phoenix, Arizona Time**. If you are in a different time zone, you are responsible for calculating the time difference and scheduling appropriately. There may be exceptions so pay close attention to the course web page for specifics.

### **Late Posts, Etc.**

Because dependability and industry are virtues of Christian character, the faculty encourages students to be faithful and timely in the completion of all course assignments. Failure to take quizzes, exams, or submit papers when they are due will result in a penalty and generally cannot be made up more than one week from their due date. Contact the instructor in cases of emergency that may warrant an extension. Procrastination is not an emergency.

### **Professor’s Other:**

1. All **written work** is to be typed, double-spaced and in APA format unless otherwise stipulated.
2. **Late work** will receive a **grade reduction** (< 5 points) for each day or fraction thereof past the due date.
3. **Makeup work and extensions** are available only in unusual circumstances and result in a reduced grade.
4. A lecture/discussion format is used. **Attendance and class participation** enhance the learning experience and are expected. These will be factored into the final grade.

## Bibliography

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