

**ASHLAND THEOLOGICAL SEMINARY**  
**CLC 5509 Counseling Theories**  
**Columbus Campus, MBA Room**  
**Tuesdays, 10:30-11:40**  
**David Hartman, Ph.D.**  
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**(419) 289-5968**  
**Office Hours: Email for an appointment**

## **I. COURSE DESCRIPTION**

CLC 5509 Counseling Theories (3 hours) Surveys major concepts and practices of contemporary therapeutic systems. Attention is also given to the integration of biblical principles with sound behavioral science.

## **II. STUDENT LEARNING OBJECTIVES (with DLOs):** At the end of this course, students will:

1. Articulate the basic concepts and constructs of the foremost counseling theories (KO5).
2. Incorporate theoretical and experiential learning to develop an understanding of the counseling process (KO5; PSO4).
3. Critically assess and evaluate elements and techniques from major counseling theories with an aim to develop a personalized theoretical orientation. (KO5,9; PSO2,6)
4. Illustrate how various theoretical approaches address psychopathology and are used for effective counseling with diverse clientele. (KO2; PSO2,4)

*This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.*

## **III. KNOWLEDGE BASE**

A. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Ohio Administrative Code (OAC) requirement for Counseling Theory—4757-13-01(A)(4)(a)

B. CACREP CMHC Standards Addressed in this Course Include:

1. theories and models of counseling
2. counselor characteristics and behaviors that influence the counseling process
3. evidence-based counseling strategies and techniques for prevention and intervention
4. processes for aiding students in developing a personal model of counseling

## **IV. TEACHING STRATEGIES FOR STUDENT LEARNING**

The course will utilize didactic and experiential learning activities such as lecture and discussion, small group discussions, multimedia, role-plays, and in-class and out-of-class assignments to develop students' facility with theory and application.

## **V. REQUIRED TEXT**

Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Thomson Brooks/Cole. ISBN: 9781305263727

## **RECOMMENDED SUPPLEMENTAL TEXT (not required)**

Tan, S. (2011). *Counseling and psychotherapy: A Christian perspective*. Grand Rapids, MI:

Baker Academic. ISBN: 9780801029660

**ADDITIONAL READINGS (BLACKBOARD)**

Cheston, S.E. (2000). A new paradigm for teaching counseling theory and practice. *Counselor Education and Supervision, 39*, 254-269

## VI. CLASS SCHEDULE (Subject to Change)

Week	Date	Lecture/Topic	Readings/Assignments
1	September 1	Ways Paradigm/ Ethical Issues in Counseling	Ch. 1-3; Cheston Reading
2	September 8	Psychoanalytic Therapy	4
3	15	Person-centered Therapy *Note: No in-person for this session. Online only*	7
4	22	Adlerian Therapy	5
5	29	Existential Therapy	6
6	October 6	Gestalt Therapy	8
7	13	-	<b>Midterm Exam</b>
8	20	Behavior Therapy	9
9	27	Cognitive Behavioral Therapy	10
10	November 3	Reality Therapy	11
11	10	Feminist Therapy	12
12	17	Postmodern Approaches	13
-	24	<b>THANKSGIVING BREAK</b>	
13	December 1	Family Systems Therapy	14 <b>Paper Due</b>
14	8	Integrative Approaches	15
15	15	-	<b>Final Exam Ways Project Due</b>

## VII. GRADING ELEMENTS

Student grades will be assigned based upon the following distribution of points (please note that the Seminary's grading scale will be used):

### 1. Course Engagement & Professionalism:

Attendance and participation in class sessions is expected; however, being "present" is much more than simply showing up. Since it is the instructor's belief that there are direct connections between how one approaches academic training and one's professional conduct once in the field, the following are expected of all students: promptness to class, preparedness for class, positive participation in class, and professionalism in all work submitted. **Failure to adhere to these guidelines may negatively impact the student's final grade at the discretion of the professor. Additionally, late work will not be accepted. (30 pts.)**

### 2. Midterm Exam

On week 7, students will complete a midterm exam, which will cover chapters 1-8 of the text. The exam will be open-book and taken online.

**Exam Date: Week 7 (100 pts.)**

### 3. Paper: Integrative Theoretical Orientation

This assignment is to be a statement of the integrative theoretical orientation the student proposes to adopt at this point in her/his development as a professional counselor, with the understanding it will evolve and change throughout training and into one's career. Students are to write a paper that addresses their personal theoretical orientation to counseling. The content of the paper should deal with aspects such as:

- key concepts of your approach
- view of your role as a counselor
- overarching therapeutic goals of your approach
- client/counselor relationship issues you are likely to consider
- central techniques you are likely to employ
- integration of spirituality into your approach
- how you would address issues of cultural diversity
- challenges you anticipate in adopting and implementing the theory

It is suggested students take a primary theory (one that comes closest to your beliefs and your theory of choice), then branch out showing how you might draw techniques or ideas from a couple other theoretical approaches. Be sure to state why you select a particular theory as your main theory. Show how you could bring in ideas and techniques from the various theories you have studied into your own integrative theoretical stance. Write a paper that reflects your own uniqueness and ideas, rather than merely giving a summary of the material in the book. **Length: 12 pages maximum, APA format.**

**Due: Week 13 (100 pts.)**

### 4. "Ways" Project

Students will create an expressive and creative format for comparing and contrasting each theory based on the "Ways" model. Feel free to use a means of expressing the "ways" that speaks to your learning style and creativity... you might choose to blog about the "ways" of each theory, utilize photographs that symbolize them, music that speaks to them, quotes, websites, media, games, posterboards, collages, excel spreadsheets, videos describing each, etc. As long as you can express to me in a structured and concrete manner that you have an understanding of each theory based off the Ways model, you are meeting the assignment requirements.

A short document in APA format describing how your project meets each "way" for each theory must accompany any creative expression of the "ways." Note: These are not always as linear and structured as we would like them to be... integrate them in a way that fits for you and ask questions if you get confused... if it is confusing, then you are probably right where you need to be in learning to integrate the learning material!

-Include a representation of major theorists for each theory (Adler, Rogers, etc.). There often is more than one major theorist, provide two or three of the most influential. For psychodynamic theories, you may choose a particular one (interpersonal, object relations, etc.) or you can discuss how psychodynamic theories overall have evolved from psychoanalysis in a general overview.

You must address each "way" for each theory listed:

*Way of Being*

-Role of Counselor

-Role of Client

-Role of Therapeutic Relationship

*Way of Understanding*

-View of Human Nature

-View of the Problem

### Maladaptive Behavior

- View of Healthy/Adaptive Behavior
- Goals of Theory
- Key Concepts
- View of therapeutic change (how it takes place)

### *Way of Intervening*

- Techniques
- Multicultural Considerations
- Choose either working with individuals, children, and/or couples and families and provide insight into how this theory might apply to this population
- Limitations

### Required Theories:

#### **Part One (50 points)**

- Psychanalytic
- Psychodynamic
- Adlerian Theory
- Behavior Theory
- Cognitive/Cognitive Behavioral Theory
- Reality/Choice Theory

#### **Part Two (25 points)**

- Existential
- Person-centered
- Gestalt

#### **Part 3 (25 points)**

- Motivational Interviewing
- Narrative

**Due: Week 15 (100 pts.)**

## 5. Final Exam – Case Conference

This case conference serves as your final exam- you should be prepping for it throughout the semester. A case study will be distributed before the Case Conference date for students to read. Students will be broken into groups of four or five and each student will be randomly assigned a theory on the day of the case conference. You will **NOT** know which theory you are assigned until you come to class. Students will participate in a mock case conference where they will be expected to conceptualize the client from their assigned theory as well as answer questions regarding the theory. Students will be expected to discuss primary theorists, the force and history of the theory, the way of being, understanding, and interacting with the client from their assigned theory as well as to address the multicultural, contextual, societal, ethical, advocacy, and spiritual frameworks that are applicable to the case. Students will be expected to dialogue with their colleagues regarding the strengths and challenges inherent in using their assigned theory, as well as to question others on the theories they are describing.

- 95-100= Clearly articulates each “way” of the theory, confidently and accurately discusses and integrates theory and frameworks with case, successfully and respectfully dialogues with clients regarding the strengths and challenges of utilizing each theory. High level of preparation obviously displayed.
- 90-94 pts= Articulates an understanding of each of the “ways” of the theory, appropriately integrates theory and the case as well as frameworks, accurately discusses the strengths and

challenges of the theories presented. Preparation is displayed- a few areas weak areas to improve on.

- 85-89 pts= Articulates some understanding of the theory, works to integrate the case with the theory and cultural contexts, works to address the strengths and challenges of the theories with peers. Some evidence of preparation is displayed, many areas of improvement needed.
- 80-84 pts= Articulates some understanding of the theory, works to integrate the theory with the case, talks about cultural context, dialogues with peers about their theories. Unsatisfactory level of preparation displayed.
- 75-79 pts= Attempts to meet most of the required elements but not all. Unsatisfactory level of preparation displayed.
- 70-75 pts= Attempts to meet some of the required elements. Preparation not evident.
- Below 70 points= Unacceptable

**Exam Date: Week 15 (100 pts.)**

### VIII. CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

<i>Grading element title</i>	<i>Associated Student Learning Outcomes</i>	<i>Associated CACREP CMHC Standards</i>	<i>Points</i>
Engagement & Professionalism	1, 2, 3	F.5.a, b, c	30
Ways Project	1, 3	F.5.a, b, c	100
Midterm Exam	1, 2, 3, 4	F.5.a, b, c	100
Final Exam- Case Conference	1, 2, 3, 4	F.5.a, b, c	100
Theoretical Orientation Paper	1, 2, 3, 4	F.5.a, b, c	100

## I. SEMINARY GUIDELINES

### A. ATS ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

### B. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

**To schedule an appointment,** visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

### C. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

### D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	

F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.
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#### E. Attendance Statement:

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

### IX. RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged, throughout their careers, to continue learning about theoretical approaches to counseling through intentional efforts to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, trainings, and conferences in this area for continuing education and specialization. Students are encouraged to continue developing and refining their therapeutic approach throughout their careers.

### X. ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

### RECOMMENDED RESOURCES (*NOT* required, but intended to be of current and future help)

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*

(5<sup>th</sup> ed.). Washington, DC: Author.

Berman, P.S. (1997). *Case conceptualization and treatment planning: Exercises for integrating*

*theory with clinical practice*. Thousand Oaks, CA: Sage Publications, Inc.

Beutler, L.E. & Malik, M.L. (Eds.) (2002). *Rethinking the DSM: A psychological perspective*.

Washington, DC: American Psychological Association.

Corsini, R.J. & Wedding, D. (2011). *Current Psychotherapies* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole

Hubble, M.A., Duncan, B.L., & Miller, S.D. (1999). *The heart and soul of change: What works in*

*therapy*. Washington, DC: American Psychological Association.

Johnson, S.L. (2004). *Therapist's guide to clinical intervention: The 1-2-3s of treatment planning*.

(2<sup>nd</sup> ed.). Boston: Academic Press.

Jongsma, A.E. & Peterson, L.M. (2002). *The complete adult psychotherapy treatment planner*.

New York: John Wiley & Sons.

McGlothlin, J.M. (2008). *Developing clinical skills in suicide assessment, prevention, and treatment*. Alexandria, VA: American Counseling Association.

Norcross, J.C. & Goldfried, M.R. (Eds.). (1992). *Handbook of psychotherapy integration*. New

York: BasicBooks.

Seligman, L. & Reichenberg (2011). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders. 4<sup>th</sup> Edition*. San Francisco: Jossey-Bass.

Tan, S. (2011). *Counseling and psychotherapy: A christian perspective*. Grand Rapids, MI: Baker

Academic.

Whiston, S.C. (2004). *Principles and applications of assessment in counseling (2<sup>nd</sup> ed.)*. Belmont,

CA: Wadsworth.