



**The REACH Program of
Trinity International University**

PSY 381R
Counseling Theories

Student's Manual 1.0

“His name shall be called Wonderful **Counselor**, Mighty God,
Everlasting Father, Prince of Peace.”
Isaiah 9:6b (ESV)

**2065 Half Day Road
Deerfield, IL 60015
847-317-6500
www.tiu.edu/reach**

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I. Course Description

This course introduces students to both classical and current theories of counseling – evaluating them in light of Scripture, reason, and practical relevance. Prerequisite: PSY 140R and PSY 300R. *Three hours.*

II. Course Overview

1. In today's society, individuals, couples, families, and especially children are facing more difficulties than ever before. The commission on mental health concluded that one person in seven living in the United States will at some time require professional treatment for emotional disturbances. Depression, anxiety, and loneliness are just a few of the pervasive issues affecting individuals and families. Counseling Theories is a survey of the current secular approaches to counseling. Using Christian integration, this course demonstrates how each area of personhood impacts and affects the individual's areas of biology, psychology, spirituality, and interpersonal relationships.

This course will cover the most highly used theories in the counseling field. The student will explore common approaches for the treatment of various interpersonal issues. =This course provides a broad theoretical foundation for students interested in or majoring in the discipline of psychology. As Fritz Perls states, "Learning is the discovery that something is possible." Therefore, successful completion does not mean that students are able to treat individuals, but rather that students will have a basic knowledge of counseling skills and theory.

In addition to studying the theories of counseling, ethical considerations will be discussed. The instructor will facilitate discussions in order to help the students identify their own personal biases which may influence them as counselors. "G. K. Chesterton famously said something to this effect, 'When people stop believing in God, they don't believe in nothing—they believe in anything,'" states Chuck Colson. Similarly, the students will have the chance to identify their own values and beliefs as related to ethics.

Some of the theories that will be covered are: Psychoanalytic, Cognitive, Behavioral, Person-Centered, Existential, Family Systems, as well as an integrative perspective. In addition, the following topics will be discussed from a Christian treatment perspective: guilt, forgiveness, anger, community, church counseling, and multicultural counseling.

2. This course consists of six four-hour sessions. Each session will consist of lecture, discussion, video, and group activities. Before each session the student is required to complete both reading and written assignments. During each session the instructor will take the students through each of the major counseling theories. The instructor will also integrate Christian theories and ideas into each model. Using parts of Gary Collins Counseling book, class discussions will challenge the student's knowledge and logical reasoning.

The first session will give an introduction to the counseling field from both a secular and Christian perspective. Session two will cover ethical considerations. Sessions three

through five will consist of the major secular and Christian theoretical models. Session six will consist of culminating activities and discussions.

3. In chapter one of Workmen of God, Oswald Chambers has this to say about the work of curing souls:

“Keep these three things in mind—reliance on the Holy Spirit of God, keeping in contact with people, and above all, keeping in contact with the revelation facts in God’s Book.”

A quote by Rollo May states, “Communication leads to community, that is, to understanding, intimacy and mutual valuing.”

The above statements demonstrate the importance of not only consistent reliance on God, but using positive communication skills to build a healthy community. Counseling Theories will not only help the student become more equipped to help individuals, but also through individual healing, communities and society as a whole can be impacted.

III. Course Materials

1. Required

- a. Collins, G.R. (2007). *Christian counseling: A comprehensive guide* (3rd ed.). Thomas Nelson. ISBN# 9-781-4185-0329-1.
- b. Collins, G.R. (2007). *Christian counseling casebook*. Thomas Nelson. ISBN# 978-1-4185-1660-4.
- c. Corey, G.R. (2009). *Theory and practice of counseling and psychotherapy: Student manual*. Belmont, CA: Thomson. ISBN #978-0-495-10208-3.
- d. Corey, G.R. (2009). *Theory and practice of counseling and psychotherapy*. Belmont, CA: Thomson. ISBN 978-0-495-10209-0.
- e. The Bible (preferably the ESV – or the NASB, RSV, NRSV, or NIV)

IV. Course Policies

1. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style (please consult *A Pocket Style Manual* listed above). This includes:

- an APA title page (including a running header and page number)
- an “Abstract” page with a 1-2 paragraph summary of your paper (an abstract is only necessary for your Applied Learning Papers, but not for your smaller assignments)
- In-text citations (with author(s), date, and page number (if applicable))
Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person’s work or ideas.
- a “References” page (it is not called a “bibliography”)
- one inch margins
- 12 point font
- double spaced

Failure to use and cite others’ work or ideas properly will lead to charges of academic dishonesty. See below for more information.

2. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: Using another’s work or ideas without proper documentation, which requires citing the author or authors’ name(s), date of publication, and page number (if applicable).
- Cheating: Using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another student’s work.
- Submitting Previous Work: Submitting your work that was previously turned in for credit.
- Ghosting: Writing a paper or taking a quiz (or any other evaluation) in place of another student.
- Aiding and Abetting: Helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts.

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. If a violation is confirmed, the student may receive an “F” for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean of Nontraditional Education will receive a copy of this report, and a copy will be placed in the student’s file. In serious cases of academic

dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations may lead to a student's dismissal from the program.

3. Late Work

Late work will not be accepted unless the student requests an extension prior to the deadline and the instructor grants the request. There may also be a substantial penalty for late work. An extension on the time needed to submit final course requirements will only be granted in unusual circumstances and if the instructor and the Dean grant the request.

4. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of contact with the instructor and the learning community has been lost.

For face-to-face courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing two class sessions will receive an "F" for the course. Any student missing more than 30 minutes of a course session will be considered absent for the full course session.

For online courses, students must participate actively in class discussions and activities. Failure to do so will result in a grade reduction of one-half to a full letter grade at the discretion of the instructor.

5. Basic Writing and Speaking Proficiency

The REACH Program expects you to maintain basic standards of writing and speaking proficiency. If you believe you need support in one or both areas, please contact your academic advisor and/or use the resources in the following section.

V. Course Outcomes

“At the end of this course, the students will be able to...”

1. Explain mainstream theories of counseling and apply them to cases.
2. Analyze one’s own psychological functioning and predict how one’s personal issues may impact professional practice.
3. Compare and contrast Christian counseling theories and methods versus mainstream counseling theories.
4. Compare, contrast, and identify the historical, philosophical, and faith-based aspects of the counseling field.
5. Examine and evaluate human problems from a Christian perspective and apply appropriate theoretical models.
6. Identify and list the conditions that promote or limit optimal human functioning for individuals, couples, or families in order to promote change.
7. Systematically analyze a problem situation; select appropriate strategies, theories, or interventions; and evaluate their outcomes.
8. Design case plans for general interpersonal problems.
9. Analyze and explain personality characteristics, self-awareness, knowledge, skills and attitudes necessary for working effectively with clients from diverse backgrounds and identities.
10. Implement legal, ethical, and Christian-based principles within the counseling environment.

VI. Course Requirements

1. Worksheets (10 at 40 points each) = 400 points
2. Applied Learning Paper = 200 points
3. Participation: 100 points

Total Points = 700

VII. Grading Scale

Your final course grade will be based on the total number of points that you earn throughout the course:

Percentage	Grade	Percentage	Grade
92-100	A	72-77	C
90-91	A-	70-71	C-
88-89	B+	68-69	D+
82-87	B	62-67	D
80-81	B-	60-61	D-
78-79	C+	0-59	F

VIII. Course Schedule

Note Well: When asked to read Collins, please read both the chapter in the book as well as the corresponding chapter in the Christian Counseling Casebook.

Session One Overview

Outcomes for Session One

At the end of this session, the student will be able to:

1. Analyze the link between Counseling and the Counselor.
2. Demonstrate a basic knowledge of the five general categories which the major counseling theories can be categorized.
3. Compare and contrast the basic tenets of Christian counseling vs. secular counseling.
4. Appraise the recent changes in Christian counseling.

Assignments Due for Session One

1. Read Corey chapters 1-2, Collins book and casebook chapters 1-2.
2. Complete Corey Worksheet #1.
3. Complete Collins Worksheet #1.

Session Two Overview

Outcomes for Session Two

At the end of this session, the student will be able to:

1. Differentiate between Psychoanalytic and Adlerian theoretical perspectives.
2. Describe the ethical issues involved in both secular and Christian counseling.
3. Critique one's own values and ethics in light of current ethical standards in secular and Christian counseling organizations.
4. Synthesize one's own cultural biases and execute a plan to deal with these biases appropriately in light of Biblical truths.

Assignments Due for Session Two

1. Read Corey chapters 3-5, and Collins book and casebook chapter 6.
2. Complete Corey Worksheet #2.
3. Complete Collins Worksheet #3.

Session Three Overview

Outcomes for Session Three

At the end of this session, the student will be able to:

1. Compare and contrast the main tenets of Gestalt, Existential, and Person-Centered Therapy.
2. Demonstrate the capacity to reflect client's feelings.
3. Analyze one's own biases toward various cultures, races, and genders.
4. Integrate Christian perspectives into multicultural issues.

Assignments Due for Session Three

1. Read Corey chapters 6-8, and Collins book and casebook chapter 7.
2. Complete Corey Worksheet #2.
3. Complete Collins Worksheet #3.

Session Four Overview

Outcomes for Session Four

At the end of this session, the student will be able to:

1. Demonstrate an understanding of Cognitive Behavioral, Reality, and Post-Modern theories.
2. Produce REBT client case plans.
3. Analyze the above theories through a biblical lens.
4. Critique current problems in the church, community, and counseling field from a Christian perspective.

Assignments Due for Session Four

1. Read Corey chapters 9-11, and Collins book and casebook chapters 3-5.
2. Complete Corey Worksheet #4.
3. Complete Collins Worksheet #4.

Session Five Overview

Outcomes for Session Five

At the end of this session, the student will be able to:

1. Differentiate between Feminist, Postmodern, Family Systems theories.
2. Identify and evaluate personal issues from the student's family of origin.
3. Apply theoretical approaches learned in class to specific client populations.
4. Integrate biblical truths with the topics of depression, anxiety, and anger.

Assignments Due for Session Five

1. Read Corey chapters 12-14 and Collins book and casebook chapters 8-10.
2. Complete Corey Worksheet #5.
3. Complete Collins Worksheet #5.

Session Six Overview

Outcomes for Session Six

At the end of this session, the student will be able to:

1. Analyze case illustrations and execute a treatment plan.
2. Apply appropriate theories learned in the last five weeks to specific client problems.
3. Infer biblical truths to the concepts studied thus far.
4. Paraphrase the main waves of the future in both secular and Christian counseling.

Assignments Due for Session Six

1. Read Corey chapters 15-16, and Collins book and casebook chapter 43.
2. Complete the Applied Learning Paper.

IX. Course Documents

Session One Documents

Corey Worksheet #1

In the Corey Student Manual (CSM), complete the “Survey of Attitudes and Values Related to Counseling and Psychotherapy” on pp. 8-12.

In the CSM, complete all the questions under “The Role of Values in Counseling” on pp. 17-18.

Collins Worksheet #1

After reading the chapters in both *Christian Counseling* and *The Christian Counseling Casebook*, please type 2-3 paragraph answers to the following:

Complete numbers 1-2 under “General Questions” on p. 7 in the Collins Casebook.

Complete “Personal Reflection Question” #1 on p. 7 in the Collins Casebook.

Session Two Documents

For each of the following questions or groups of questions, provide 2-4 paragraph answers.

Corey Worksheet #2

In the Corey Student Manual (CSM), complete all the questions under “Dealing with Sexual Attractions” and “Some Cases Pertaining to Confidentiality” on pp. 30-31.

In the CSM, complete questions 2, 4, and 8 on pp. 43-44.

In the CSM, complete questions 1, 8, and 10 on pp. 55-56.

Collins Worksheet #2

After reading the chapters in both *Christian Counseling* and *The Christian Counseling Casebook*, please type 2-3 paragraph answers to the following:

“General Question” #1 in the Collins Casebook on p. 34.

“Personal Reflection Question” #1 on p. 34.

Session Three Documents

For each of the following questions or groups of questions, provide 2-4 paragraph answers.

CSM Worksheet #3

Complete the following questions: What are the values and limitations of the Gestalt focus on the here-and-now. Do you think this approach adequately deals with one's past and one's future? Explain.

In the CSM, complete the activity "Translating Broad Goals into Specific Goals" on pp. 115 and 116.

Complete: "Practical Application: Reflecting Client's Feelings" on p. 85 in the CSM.

Collins Casebook Worksheet #3

After reading the chapters in both *Christian Counseling* and *The Christian Counseling Casebook*, please type 2-3 paragraph answers to the following:

Questions 7-8 on p. 42 of the Collins Casebook.

Question #1 on p. 43 of the Collins Casebook.

Session Four Documents

CSM Worksheet #4

For each of the following questions or groups of questions, provide 2-4 paragraph answers.

In the CSM, complete all questions under “Issues and Questions for Personal Application” on pp. 134-135.

Complete the “REBT Self Help Form” on p.137 of the CSM.

Complete the “Pre-Chapter Self Inventory” on p.168 of the CSM.

In the CSM, complete all questions under “Issues and Questions” p. 175.

Collins Casebook Worksheet #4

After reading the chapters in both *Christian Counseling* and *The Christian Counseling Casebook*, please type 2-3 paragraph answers to the following:

“General Questions” #3, p. 18, and #4 on p. 24 of the Collins Casebook.

“Personal Reflection Question” #3 on p. 29 of the Collins Casebook.

Session Five Documents

CSM Worksheet #5

For each of the following questions or groups of questions, provide 2-4 paragraph answers.

In the CSM, complete all of the questions under “Issues and Questions for Personal Application” on pp. 185-187.

In the CSM, complete the exercise “Understanding Your Family Structure and Rules” on p. 201.

In the CSM, complete “Applications of Theoretical Approaches to Specific Client Populations or Specific Problems” on pp. 209-212.

Collins Casebook Worksheet #5

After reading the chapters in both *Christian Counseling* and *The Christian Counseling Casebook*, please type 2-3 paragraph answers to the following:

“General Questions” #1 on p. 49; #1 and #4 on p. 53; and #1-3 on p. 57 of the Collins Casebook.

“Personal Reflection Question” #2 on p. 53 of the Collins Casebook.

Applied Learning Paper

Write a 10-12 page paper that outlines how you would counsel someone with a problem/issue of your choosing. Please share your topic with your instructor before you start writing. The following outline is suggestive:

Title Page

Abstract

Introduction

- a. Catch Reader's Attention
- b. Purpose Statement
- c. Outline of Paper

Issue (2 pages)

- a. Description of the Issue
- b. Causation of the Issue

Treating the Issue Using Secular Approaches (4 to 5 pages)

Treating the Issue from a Christian Perspective (3 to 4 pages)

Conclusion

References

X. Evaluation Forms

Instructor Evaluation for Written Work

Student's Name	Course Number	Assignment			
		ALP			
Specific Requirements	Percentage Distribution Determined by Instructor	Percentage Earned by Student	Instructor Comments		
Organization <ul style="list-style-type: none"> ▪ Introductionⁱ and Conclusionⁱⁱ ▪ Section Titlesⁱⁱⁱ ▪ Section Introductions and Conclusions^{iv} ▪ Organizing Words, Phrases, and Sentences 	5	<input style="width: 50px; height: 30px;" type="text"/>	▪		
Research / Sources (pp. 91-102^v) <ul style="list-style-type: none"> ▪ Credibility (academic vs. non-academic). Please cite your course texts and at least one peer-reviewed journal article. ▪ Number of Supporting Viewpoints ▪ Primary Research 	10	<input style="width: 50px; height: 30px;" type="text"/>	▪		
Discipline-Specific Knowledge/Content <ul style="list-style-type: none"> ▪ Explanation (restate, define, describe, illustrate) ▪ Analysis (reasons, causes, effects, purposes)^{vi} ▪ Critique (agree, disagree, strengths, weaknesses) ▪ Synthesis of Existing Ideas and/or Theories 	25	<input style="width: 50px; height: 30px;" type="text"/>	▪		
Discipline-Specific Application <ul style="list-style-type: none"> ▪ Contextualization (individual, group, organization, sub-culture, culture, etc.) ▪ Recommendations (stop, start, continue, modify) ▪ Creation of New Ideas and/or Theories 	25	<input style="width: 50px; height: 30px;" type="text"/>	▪		
Christian Worldview (and Other Worldviews) <ul style="list-style-type: none"> ▪ Use of Scripture (interpretation and application) ▪ View of Scripture ▪ View of God, gods, or Ultimate Reality ▪ View of Humanity ▪ View of Birth, Life, Redemption, & Death ▪ View of Ethics 	25	<input style="width: 50px; height: 30px;" type="text"/>	▪		
Documentation (pp. 155-195) <ul style="list-style-type: none"> ▪ APA Paper Format ▪ APA Title Page (with Header) & Abstract ▪ APA Integration of Sources^{vii} ▪ APA "References" Page 	5	<input style="width: 50px; height: 30px;" type="text"/>	▪		
Composition (pp. 1-90) <ul style="list-style-type: none"> ▪ Clarity and Concision ▪ Grammar, Punctuation, and Mechanics ▪ Voice (Academic vs. Non-academic) ▪ Tone (Assertive vs. Passive or Aggressive) 	5	<input style="width: 50px; height: 30px;" type="text"/>	▪		
	Total Possible	Total Percentage Earned by Student	Total Possible Points for Assignment	Total Points Earned	Final Grade for Assignment

100%		x 200	=	
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Explanatory Notes

¹ An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial (?)), and (3) previews/outlines the paper.

² An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

³ Section titles are often as follows: Title of the Paper (not the word “Introduction”), Background or Organizational Context or..., (Main Sections of the Paper), and Conclusion.

⁴ Section introductions and conclusions are usually not necessary in shorter papers (e.g., 1-2 pages).

⁵ All page references refer to Hacker, D. (2008). *A pocket style manual* (5th ed.). Boston: Bedford/St. Martin’s.

⁶ Other categories for analysis include: assumptions, problems, solutions, and predictions.

⁷ There are three strategies for integrating sources into a paper: quotation, paraphrase, and summary.
