



Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry

## **CP5100 Counselling Theory and Techniques**

3 credit hours. Prerequisites: None.

👤 On Campus 'A' Live-Stream

October 4-8, 2021  
Module F3  
Monday-Friday, 9am- 4pm

Heather Tomes, M.Ed., R. Psych. (APE) #772  
htomes@horizon.edu

*Please note: This module requires reading and presentation preparation before the module.*

### **Course Goals**

#### **Course Description**

This course examines the major theories of counselling and their associated techniques. Course content includes critical examination of the underlying assumptions, research support, and applications of the major theories of counselling. Students are introduced to the process of integrating theories as they develop their own framework for counselling practice.

#### **Relationship to Horizon's Mission**

This course prepares students for Spirit-empowered life and ministry by equipping them with the understanding and skills necessary to evaluate, interpret, and apply counselling theory and techniques from a biblical perspective in their pastoral care and counsel of others.

#### **Course Competencies and Learning Outcomes**

To demonstrate competency in the **acquisition of knowledge of counselling theory**, students will:

1. Apply critical skills in evaluating the underlying psychological assumptions of the major streams of counselling theory and their associated techniques.
  - *Assessment:* Reading Guide, Class Presentation, participation in small group discussions, Research Essay, Integrative Theory of Counselling Paper.
2. Evaluate the efficacy of various theoretical orientations based on a review of research literature.
  - *Assessment:* Class Presentation, participation in small group discussions, Research Essay.
3. Integrate counselling theories and techniques into their unique developing framework for pastoral care and counselling practice.

- *Assessment:* Reading Guide, participation in small group discussions, Integrative Theory of Counselling Paper, Research Essay.
4. Demonstrate entry-level skills in the application of these counselling approaches and methodologies.
- *Assessment:* Role-plays within the context of class presentations, participation in small group discussions.

To demonstrate competency in **spiritual formation**, students will:

5. Reflect on and discuss their own personal spiritual formation experiences and process.
- *Assessment:* Participation in small group discussions, Integrative Theory of Counselling Paper.

## **Course Work**

### **Required Readings**

Tan, Siang-Yang. *Counseling and Psychotherapy: A Christian Perspective*. Grand Rapids, Michigan: Baker Academic, 2011. ISBN: 9780801029660.

\*\*While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### **Recommended Resources**

Badenoch, Bonnie. *Being a Brain Wise Therapist: A Practical Guide to Interpersonal Neurobiology*. New York: WW Norton, 2008. ISBN: 9780393705546.

Bidwell, Duane R. "Hope and Possibility: The Theology of Culture Inherent to Solution-Focused Brief Therapy." *American Journal of Pastoral Counseling*, 3, no. 1, (1999). 3 – 21.

Clinton, Tim and Sibcy, Gary. "Christian Counseling, Interpersonal Neurobiology, and the Future." *Journal of Psychology and Theology*, 40, no. 2, (2012). 141 – 145.  
[https://www.researchgate.net/publication/289635498\\_Christian\\_Counseling\\_Interpersonal\\_Neurobiology\\_and\\_the\\_Future](https://www.researchgate.net/publication/289635498_Christian_Counseling_Interpersonal_Neurobiology_and_the_Future)

Greenberg, Leslie. *Emotion-Focused Therapy*. Washington, DC: American Psychological Association, 2016. ISBN: 9781433826306.

Hardin, Todd. "Redeeming Emotion-Focused Therapy: A Christian Analysis of Its Worldview, Epistemology, and Emphasis." *Religions*, 5 no. 1, (2014), 323 – 333.  
[https://res.mdpi.com/d\\_attachment/religions/religions-05-00323/article\\_deploy/religions-05-00323.pdf](https://res.mdpi.com/d_attachment/religions/religions-05-00323/article_deploy/religions-05-00323.pdf)

Harris, Russ. *ACT Made Simple: An Easy-To-Read-Primer on Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger Publications, 2019. ISBN: 9781684033010.

Knabb, Joshua J. *Faith-Based ACT for Christian Clients: An Integrative Treatment Approach*. New York: Routledge, 2016. ISBN: 978-1138942615

Kollar, Charles A. *Solution-Focused Pastoral Counseling – An Effective Short-Term Approach for Getting People Back on Track*. Grand Rapids, Michigan: Zondervan, 2011. ISBN: 9780310329299.

Nieuwsma, Jason A., Walser, Robyn D., and Hayes, Steven C. *ACT for Clergy and Pastoral Counselors: Using Acceptance and Commitment Therapy to Bridge Psychological and Spiritual Care*. Oakland, CA: Context Press, 2016. ISBN: 9781626253216.

Rosales, Aaron and Tan, Siang-Yang. “Acceptance and Commitment Therapy (ACT): Empirical Evidence and Clinical Application from a Christian Perspective.” *Journal of Psychology and Christianity*, 35, no.3 (2016). 269 – 275.

[https://www.researchgate.net/publication/312936019\\_Acceptance\\_and\\_Commitment\\_Therapy\\_ACT\\_Empirical\\_Evidence\\_and\\_Clinical\\_Applications\\_from\\_a\\_Christian\\_Perspective](https://www.researchgate.net/publication/312936019_Acceptance_and_Commitment_Therapy_ACT_Empirical_Evidence_and_Clinical_Applications_from_a_Christian_Perspective)

Thompson, Curt. *The Soul of Shame*. Westmont, Illinois: IVP Books, 2015. ISBN: 9780830844333.

## Course Assignments and Activities

### Pre-Module Assignments:

#### 1. Reading Guide

Read chapters 1-12, and 14 from the course text and come prepared to engage in small group discussion based on content from these chapters.

- **Related Learning Outcomes: #1 and 3.**
- **Due Date: Monday October 4, 2021 at 9am.**

#### 2. Class Presentation (30%)

Prepare a 40-minute power point presentation to be delivered to the class based on ONE of the theoretical approaches outlined in chapters 4-12 of the course text. Students will work and present individually or in pairs/groups, depending on class size. Email the Course Instructor stating your top 3 choices for the theoretical approach you would like to present on. Since there will only be one presentation per topic, the Course Instructor will coordinate which individual, pair, or group will present on which theoretical approach (first come; first served approach). Submit an outline of your power point presentation to the Course Instructor by **Monday, September 27 at 9am (5% of your overall mark)**.

Include the following in your presentation:

- a) A brief introduction to the history of the theoretical approach including its founder or key figures

- b) A summary of the major theoretical ideas of the approach
- c) A summary of the theory's perspective on the therapeutic process and counselling relationship
- d) A brief outline of 3-5 major therapeutic techniques and interventions of the approach
- e) Critical examination of the approach including two strengths and two weaknesses
- f) A summary of the biblical perspective of the approach
- g) A summary of research evidence associated with the efficacy of this theoretical approach
- h) An additional 5 minutes will be provided at the end of your presentation for you to describe ONE specific technique associated with this theoretical approach that fellow students will practice in dyads at the conclusion of your presentation. Be prepared to provide clear instructions for fellow students about how to role-play and engage in this specific technique.
- i) Be prepared to submit your PowerPoint presentation and notes to the Course Instructor on the assigned date of your class presentation.
  - **Related learning outcomes:** #1, 2, and 4.
  - **Assignment Length:** 40-minute class presentation plus an additional 5 minutes for role-play instructions.
  - **Due date: October 4 – 8, 2021.**

### 3. Class Participation (10%)

Throughout the week there will be roleplays, small group discussions, and work based on chapters 1-12 of the course text, including the application of this information to case studies. Come to class having read the assigned material, and ready to engage with and contribute to discussions in a meaningful and professional manner.

- **Related learning outcomes:** #1, 2, 3, 4 and 5.
- **Due date: October 4-8, 2021.**

## Post-Module Assignments

### 4. Research Essay (30%)

Choose ONE theoretical approach from chapters 4-12 of the course text (must be a different one than the class presentation assignment) and ONE theoretical approach from the following: Acceptance and Commitment Therapy, Emotion-Focused Therapy, Interpersonal Neurobiology, or Solution-Focused Therapy. Compare and contrast these two approaches based on the following considerations:

- a) What are three similarities between these theoretical approaches?
- b) What are three differences between these theoretical approaches?
- c) Include a biblical critique of each of the theoretical approaches. From your perspective, explain which theory may hold a stronger biblical perspective and why.
- d) What research evidence is there for the efficacy of each of these theoretical approaches? Read in full, summarize, and cite at least two research articles that discuss the efficacy of EACH theoretical approach.
- e) Your research essay should include a minimum of 10 references, with at least 7 primary references.
  - **Related Learning Outcomes:** # 1, 2, and 3.
  - **Assignment Length:** 8-10 pages.
  - **Due date: Monday November 1, 2021.**

### 5. Integrative Theory of Counselling Paper (30%)

Articulate your own evolving integrative theoretical orientation to counselling using THREE theoretical approaches from the following: Acceptance and Commitment Therapy, Emotion-Focused Therapy, Interpersonal Neurobiology, Solution-Focused Therapy, and chapters 4-12 of the course text (Note: Chapter 14 of the course text will be useful for this assignment). Include sections on each of the following considerations:

- a) Theory of Personality: What are your basic assumptions about human nature?
- b) Theory of Psychopathology: How do symptoms or problematic behaviors develop?
- c) Theory of Therapeutic Relationship: What role does the therapeutic relationship play in facilitating change?
- d) Theory of Therapeutic Process: What do you consider to be the most important therapeutic goals? Which theory of counselling would most guide you in formulating your goals? What procedures will you use with clients to achieve these therapeutic goals? As a helping agent, how might you facilitate change in a client's life? How do you view the relationship between you and your clients?
- e) Reflect on your own personal experience of spiritual and psychological formation. Which theoretical approach/es best reflect/s your own transformative experiences with Christ?
- f) Explain why this integrative approach best "fits" you as an emerging pastoral counsellor and identify areas for further study and/or training in the integrative approach you've outlined.
- g) Your integrative theory of counselling paper should include a minimum of 10 references, with at least 7 primary references.
  - **Related learning outcomes:** #1, 3, and 5.
  - **Assignment Length:** 10-12 pages.
  - **Due date:** Monday November 22, 2021.

### Course Outline / Class Schedule

\*Notes:

- The outline below is a general guide – changes may be made as necessary throughout the week.
- There will be small group work and discussions throughout the week based on lectures, presentations, and case studies given by the course instructor.
- **Assignments will not be accepted after Monday November 29, 2021.**

### Monday, October 4, 2021

1. Introductions and Review of Syllabus
2. Overview of Counselling: Theory, Research, and Practice (Chapter 1 – Course text)
3. The Person of the Counsellor (Chapter 2 – Course text)
4. Class Presentation # 1 – Psychoanalytic Therapy
5. Roleplays
6. Class Presentation #2 – Adlerian Therapy
7. Roleplays
8. Small group work
9. Reflection and Processing

**Tuesday, October 5, 2021**

10. Library Instruction Session with Bronwen
11. Class Presentation #3 – Jungian Therapy
12. Roleplays
13. Class Presentation #4 – Existential Therapy
14. Roleplays
15. Small group work
16. Reflection and Processing

**Wednesday, October 6, 2021**

17. Class Presentation #5 – Person-Centered Therapy
18. Roleplays
19. Class Presentation #6 – Gestalt Therapy
20. Roleplays
21. Small group work
22. Reflection and Processing

**Thursday, October 7, 2021**

23. Class Presentation #7 – Reality Therapy
24. Note: Chapel on Thursday morning from 10:50am-12:20pm
25. Roleplays
26. Class Presentation #8 – Behavior Therapy
27. Roleplays
28. Small group work
29. Reflection and Processing

**Friday, October 8, 2021**

30. Christian Theology in Counselling (Chapter 14 – Course text)
31. Class Presentation #7 – Cognitive-Behavioral and Rationale Emotive Therapy
32. Roleplays
33. Small group work
34. Reflection and Processing

**Estimate of Time Investment (individual time investments may vary)**

Readings	15 hrs	N/A	Assignment
Classroom time	30 hrs	N/A	Weighting
1. Class Presentation	12 hrs	Oct. 4-8	30%
2. Class Participation	N/A	Oct. 4-8	10%
3. Research Essay	28 hrs	Nov. 1	30%
4. Integrative Theory of Counselling Paper	35 hrs	Nov. 22	30%
Total =	120 hrs		

## Academic Policies

### General Guidelines for the Submission of Written Work

#### *Formatting Papers*

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

#### *Submitting Your Assignments*

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

### Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

### Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to

give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

### **Disability Services Information**

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Horizon's Dean of Students, Associate Dean of Students, or Academic Coach.

### **Class Attendance**

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

### **Campus Health Policy**

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

### **Live-Streaming Etiquette**

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

## Bibliography

Badenoch, Bonnie. *Being a Brain Wise Therapist: A Practical Guide to Interpersonal Neurobiology*. New York: WW Norton, 2008. ISBN: 9780393705546.

Bidwell, Duane R. "Hope and Possibility: The Theology of Culture Inherent to Solution-Focused Brief Therapy." *American Journal of Pastoral Counseling*, 3, no. 1, (1999). 3 – 21.

Clinton, Tim and Sibcy, Gary. "Christian Counseling, Interpersonal Neurobiology, and the Future." *Journal of Psychology and Theology*, 40, no. 2, (2012). 141 – 145.  
[https://www.researchgate.net/publication/289635498\\_Christian\\_Counseling\\_Interpersonal\\_Neurobiology\\_and\\_the\\_Future](https://www.researchgate.net/publication/289635498_Christian_Counseling_Interpersonal_Neurobiology_and_the_Future)

Greenberg, Leslie. *Emotion-Focused Therapy*. Washington, DC: American Psychological Association, 2016. ISBN: 9781433826306.

Hardin, Todd. "Redeeming Emotion-Focused Therapy: A Christian Analysis of Its Worldview, Epistemology, and Emphasis." *Religions*, 5, no. 1, 2014, 323 – 333.  
[https://res.mdpi.com/d\\_attachment/religions/religions-05-00323/article\\_deploy/religions-05-00323.pdf](https://res.mdpi.com/d_attachment/religions/religions-05-00323/article_deploy/religions-05-00323.pdf)

Harris, Russ. *ACT Made Simple: An Easy-To-Read-Primer on Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger Publications, 2019. ISBN: 9781684033010.

Knabb, Joshua J. *Faith-Based ACT for Christian Clients: An Integrative Treatment Approach*. New York: Routledge, 2016. ISBN: 978-1138942615

Kollar, Charles A. *Solution-Focused Pastoral Counseling – An Effective Short-Term Approach for Getting People Back on Track*. Grand Rapids, Michigan: Zondervan, 2011.

Nieuwsma, Jason A., Walser, Robyn D., and Hayes, Steven C. *ACT for Clergy and Pastoral Counselors: Using Acceptance and Commitment Therapy to Bridge Psychological and Spiritual Care*. Oakland, CA: Context Press, 2016.

Rosales, Aaron and Tan, Siang-Yang. "Acceptance and Commitment Therapy (ACT): Empirical Evidence and Clinical Application from a Christian Perspective." *Journal of Psychology and Christianity*, 35, no.3 (2016). 269 – 275.  
[https://www.researchgate.net/publication/312936019\\_Acceptance\\_and\\_Commitment\\_Therapy\\_ACT\\_Empirical\\_Evidence\\_and\\_Clinical\\_Applications\\_from\\_a\\_Christian\\_Perspective](https://www.researchgate.net/publication/312936019_Acceptance_and_Commitment_Therapy_ACT_Empirical_Evidence_and_Clinical_Applications_from_a_Christian_Perspective)

Tan, Siang-Yang. *Counseling and Psychotherapy: A Christian Perspective*. Grand Rapids, Michigan: Baker Academic, 2011. ISBN: 9780801029660.

Thompson, Curt. *The Soul of Shame*. Westmont, Illinois: IVP Books, 2015. ISBN: 9780830844333.