



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 3-7, 2022

Module F2

Monday-Friday, 9am-4pm

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Office hours: Tuesday – Thursday

*Please note: This course includes substantial reading and preparation work
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, Class Participation, Research Essay.
2. Evaluate the efficacy of various theoretical orientations based on a review of research literature.
 - *Assessment:* Class Presentation, Research Essay.

3. Integrate counselling theories and techniques into one's developing framework for pastoral care and counselling practice.
 - *Assessment:* Participation in role-plays and small group discussions, Integrative Theory of Counselling Paper.

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

4. Reflect on one's own spiritual formation experiences and process.
 - *Assessment:* Participation in small group discussions, Reflective Essay, Integrative Theory of Counselling Paper.

Course Work

Required Readings

Benner, David. *Surrender to Love: Discovering the Heart of Christian Spirituality*. Downers Grove, Illinois: Intervarsity, 2015. ISBN: 9780830846115.

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

Bidwell, Duane R. "Hope and Possibility: The Theology of Culture Inherent to Solution-Focused Brief Therapy." *American Journal of Pastoral Counseling* 3.1, (1999) 3 – 21.

Clinton, Tim and Gary Sibcy. *Attachments: Why You Love, Feel, and Act the Way You Do*. Nashville, TN: Thomas Nelson, 2009. ISBN: 9780785297376.

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* 5.1 (2014) 323 – 333.
https://res.mdpi.com/d_attachment/religions/religions-05-00323/article_deploy/religions-05-00323.pdf

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.

McMinn, Mark R. and Clark D. Campbell. *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. Downers Grove, Illinois: IVP Academic, 2007. ISBN: 9780830828302.

Seligman, Linda and Reichenberg, Lourie W. *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 4th edition. New York: Pearson, 2014. ISBN: 9780132851701.

Course Assignments and Activities

Pre-Module Assignments:

1. Reading Guide

Read chapters 1-12, and 14 from the *Counseling and Psychotherapy* text and come prepared to engage in small group discussion based on content from these chapters. Email the professor to confirm you have completed the pre-module reading.

- Related learning outcomes: #1.
- **Due date:** Monday October 3, 2022 at 9am.

2. Class Presentation (25%)

Prepare a **30-minute PowerPoint presentation** to be delivered to the class based on one of the theoretical approaches outlined in chapters 4-11 from *Counseling and Psychotherapy*. Students will work and present individually or in pairs/groups, depending on class size. Since there will only be one presentation per topic, the professor will coordinate which individual, pair, or group will present on which theoretical approach. Email the professor stating your top 3 choices for the theoretical approach you would like to present on (first come; first served approach).

Submit your PowerPoint presentation to the professor by **Monday, September 19 (5% of your overall mark)**. The professor will review your presentation and provide feedback prior to the module.

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 role-play in dyads at the conclusion of your presentation. Be prepared to provide clear instructions for fellow students about how to engage in this specific technique (an example will be listed on Populi)

- i) Be prepared to submit your final PowerPoint presentation and notes to the professor on the assigned date of your class presentation
 - Related learning outcomes: #1 and 2.
 - **Assignment length:** 30-minute class presentation plus an additional 5 minutes for role-play instructions.
 - **Due date:**
 - PowerPoint presentation: Monday September 19, 2022.
 - Class presentation: October 3-7, 2022.

3. Class Participation (5%)

Throughout the week there will be role-plays, small group discussions, and work based on the two course textbooks, 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, 3 and 4.
- **Due date:** October 3-7, 2022.

Post-Module Assignments

4. Research Essay (25%)

Choose one theoretical approach from *Counseling and Psychotherapy* (chapters 4-12) - it must be a different theory than your class presentation assignment - and one theoretical approach from the following: Attachment Therapy, Emotion-Focused Therapy, 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 these 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 8 references, with at least 6 primary references.
 - Related learning outcomes: #1 and 2.
 - **Assignment length:** 6-8 pages.
 - **Due date:** Monday October 31, 2022.

5. Reflective Essay (10%)

Read *Surrender to Love*. Engage with the exercises from at least two of the “*For Further Reflection*” sections at the end of each chapter. Write a reflective essay about your personal experiences and discoveries because of engaging with these exercises.

- Related learning outcomes: #4.
- **Assignment length:** 2 pages.
- **Due date:** Monday November 7, 2022.

6. Integrative Theory of Counselling Paper (35%)

Articulate your unique integrative theoretical approach to counselling using a maximum of three theories reviewed in this course. Include sections on each of the following considerations:

- Theory of Personality: What are your basic assumptions about human nature and how personality takes shape?
- Theory of Psychopathology: How do symptoms or problematic behaviors develop?
- Theory of Therapeutic Relationship: How do you view the relationship between counsellor and clients? What role does the therapeutic relationship play in facilitating change?
- Theory of Therapeutic Process: As a helping agent, how do you best facilitate change in a client's life? What do you consider to be the most important therapeutic goals? Which theory of counselling would most guide you in formulating your goals?
- Reflect on your own personal experience of spiritual and psychological formation. Which theoretical approach best reflects your own transformative experiences with Christ?
- Explain why this integrative theoretical 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.
- Your integrative theory of counselling paper should include a minimum of 10 references, with at least 7 primary references (note: *Counseling and Psychotherapy*, chapter 14 will be useful for this assignment).
 - Related learning outcomes: #3 and 4.
 - Assignment length:** 10-12 pages.
 - Due date:** Monday November 21, 2022.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Assignment
1. Reading Guide	15 hrs	October 3	Weighting
2. Class Presentation	10 hrs	September 19; October 3-7	25%
3. Class Participation	N/A	October 3-7	5%
4. Research Essay	20 hrs	October 31	25%
5. Reflective Essay	10 hrs	November 7	10%
6. Integrative Theory Paper	35 hrs	November 21	35%
Total =	120 hrs		

Course Outline

*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 professor.
- **Assignments will not be accepted after Monday November 28, 2022.**

Monday, October 3, 2022

- Introduction and Review of Syllabus
- Overview of Counselling: Theory, Research, and Practice (Chapter 1 – Tan)
- The Person of the Counsellor (Chapter 2 – Tan)

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 4, 2022

1. Class presentation #3 – Jungian Therapy
2. Roleplays
3. Class presentation #4 – Existential Therapy
4. Roleplays
5. Small group work
6. Reflection and processing

Wednesday, October 5, 2022

1. Class presentation #5 – Person-Centered Therapy
2. Roleplays
3. Class presentation #6 – Gestalt Therapy
4. Roleplays
5. Small group work
6. Reflection and processing

Thursday, October 6, 2022

1. Class presentation #7 – Reality Therapy
2. Note: chapel on Thursday morning from 10:50am-12:20pm
3. Roleplays
4. Class presentation #8 – Behavior Therapy
5. Roleplays
6. Small group work
7. Reflection and processing

Friday, October 7, 2022

1. Christian Theology in Counselling (Chapter 14 – Tan)
2. Cognitive-Behavioral and Rationale Emotive Therapy
3. Roleplays
4. Small group work
5. Reflection and processing
6. Post-module assignment review and closing comments

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 Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Live-Streaming Etiquette

Students taking a course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students were expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for your class, you must 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

Benner, David. *Surrender to Love*. Downers Grove, Illinois: Intervarsity Press, 2015. ISBN: 9780830846115.

Bidwell, Duane R. "Hope and Possibility: The Theology of Culture Inherent to Solution-Focused Brief Therapy." *American Journal of Pastoral Counseling* 3.1 (1999) 3 – 21.

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