

# CP5100 Counselling Theory and Techniques

3 credit hours. Prerequisites: None.

📍 On Campus 'A' Livestream



October 7 – 11, 2024

Module F2

Monday-Friday, 9am-4pm

Heather Tomes, M.Ed., R. Psych. (APE) #772

[htomes@horizon.edu](mailto:htomes@horizon.edu)

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 Christian perspective in their clinical pastoral counselling practice.

### 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:* Class Presentation, Test.
2. Evaluate the efficacy of various theoretical orientations based on a review of research literature.
  - *Assessment:* Reading Guide, Class Presentation.
3. Reflect on the underlying philosophical assumptions of the major theories of counselling and their appropriateness in Christian counselling.
  - *Assessment:* Personal Theory of Counselling Paper.

4. Integrate counselling theories and techniques into their personal theory of counselling framework for clinical pastoral counselling practice.
  - *Assessment:* Personal Theory of Counselling Paper.

## **Course Work**

### **Required Readings**

Tan, Siang-Yang. *Counseling and Psychotherapy: A Christian Perspective*. 2<sup>nd</sup> Edition. Grand Rapids, MI: Baker Academic, 2022. (ISBN: 9781540962904)  
DTL: <https://thedtl.on.worldcat.org/oclc/1311340400>

Thomas, John C. *Counseling Techniques: A Comprehensive Resource for Christian Counselors*. Grand Rapids, MI: Zondervan, 2018. (ISBN: 9780310529446)  
DTL: <https://thedtl.on.worldcat.org/oclc/1027832712>

\*\*While students have the benefit of accessing many of 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.

### **Recommended Resources**

Jones, Stanton L. and Richard E. Butman. *Modern Psychotherapies: A Comprehensive Christian Appraisal*. Westmont, Illinois: InterVarsity Press, 2011. (ISBN: 9780830828524)

McMinn, Mark R. and Clark D. Campbell. *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. Downers Grove, Illinois: IVP Academic, 2017. (ISBN: 9780830851768)

Worthington, Everett L., et al. *Evidence-Based Practices for Christian Counseling and Psychotherapy*. Downers Grove: IVP Academic, 2013. (ISBN: 9780830840274)

### **Course Assignments and Activities**

#### **Pre-Module Assignments**

##### **1. Reading Guide**

Read chapters 1, 2, 4-15, 17-19, and Appendix: Is Psychotherapy Effective? in *Counseling and Psychotherapy*. Read chapters 1-12 in *Counseling Techniques*. Post a note in Populi to confirm you have completed the pre-module reading.

- Related learning outcomes: #2.
- **Due date:** Monday, October 7, 2024 at 9am.

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

Prepare a **30-minute PowerPoint presentation** to be delivered to the class based on one of the theoretical approaches outlined in chapters 4-14 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 theory, 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), and the professor will assign you a final topic.

Submit your complete PowerPoint presentation (including instructions for the technique you've selected for your peers to roleplay and presentation notes) to the professor by **Monday, September 23** (20% of your 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 a biblical perspective of the approach
- g) A summary of research evidence associated with the efficacy of this theoretical approach. Read in full, summarize, and cite **at least two primary<sup>1</sup> research studies** from peer-reviewed journal articles<sup>2</sup> that discuss 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) Use information from the corresponding chapter/s in Thomas, *Counseling Techniques* for your presentation (for example, if your topic is Behavior Therapy, include information from Tan, chapter 11 and Thomas, chapters 6 and 7).
- j) In addition to the two course textbooks and two journal articles, use a minimum of two other academic resources (books or peer-reviewed journal articles) for this assignment.
  - 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 23, 2024 (20% of your mark).
    - Class presentation: October 7 – 11, 2024 (10% of your mark).

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<sup>1</sup> Here, "primary" refers to research studies you search for yourself, not studies you read about in the two course textbooks.

<sup>2</sup> There are several excellent databases available for searching the contents of peer-reviewed academic journals in the Digital Theological Library.

## Post-Module Assignments

### 3. Test (30%).

Students will complete a test based on content from the assigned readings, class presentations, and lectures. The test will be administered through Populi and can be completed any time after the conclusion of the module, by the due date specified. Instructions for taking the test will be provided to students during the module.

- Related learning outcomes: #1.
- **Due date:** On or before November 4, 2024.

### 4. Personal Theory of Counselling Paper (40%).

Using a maximum of three theories reviewed in this course, articulate your unique personal theoretical approach to counselling. In your paper, address each of the following areas, drawing mainly on counselling theory to clarify your position, while also considering a Christian perspective (based on your *current* understanding and convictions):

- a) Theory of Personhood: What are your basic assumptions about human nature and how personality takes shape? How do the theories you selected view personhood - are we good? evil? Does it depend on nature? nurture?
- b) Theory of Psychopathology: How do symptoms or problematic behaviors develop? How do the theories you selected view the etiology of pathology?
- c) Theory of Therapeutic Relationship and Process: How do you best facilitate change in a client's life? What role does the therapeutic relationship play in facilitating change? How do the theories you selected view the nature of the process of change?
- d) How do the theories you selected view spirituality and the place of God in the healing process?
- e) From a Christian perspective, reflect on the theories' underlying philosophical assumptions and discuss:
  - a. how consistent is the model with Christian teachings?
  - b. can a Christian counsellor use these theories, and if so, under what circumstances? (include how a Christian counsellor would interpret the theories' underlying philosophical assumptions, what aspects of these theories could be readily implemented by a Christian counsellor, and what aspects may not be implemented, and why).
- f) Explain why your personal theory of counselling best "fits" you as an emerging clinical pastoral counsellor and identify areas for further study and/or training in the theories you've outlined.
- g) Aim to use at least 10-12 scholarly sources (note: *Counseling and Psychotherapy*, chapters 17 – 19 and *Counseling Techniques*, chapters 9 -10 will be useful for this assignment).
  - Related learning outcomes: #3 and 4.
  - **Assignment length:** 8-10 pages.
  - **Due date:** Monday, November 26, 2024.

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

Classroom time	30 hrs		Assignment Weighting
1. Reading Guide	25 hrs		
2. Class Presentation	20 hrs		30%
3. Test	15 hrs		30%
4. Personal Theory Paper	30 hrs		40%
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, December 2, 2024.**

**Monday, October 7, 2024**

1. Introduction and Review of Syllabus
2. Overview of Counselling: Theory, Research, and Practice (Chapter 1, Tan)
3. Attachment-Oriented Theories (Chapter 12, Thomas)
4. Psychoanalytic Therapy (Chapter 4, Tan)
5. Adlerian Therapy (Chapter 5, Tan)
6. Jungian Therapy (Chapter 6, Tan)

**Tuesday, October 8, 2024**

1. The Person of the Counsellor (Chapter 2, Tan)
2. Emotion-Focused (Chapter 4 and 5, Thomas) and Experiential Theories (Chapter 8, Thomas)
3. Existential Therapy (Chapter 7, Tan)
4. Person-Centered Therapy (Chapter 8, Tan)
5. Gestalt Therapy (Chapter 9, Tan)

**Wednesday, October 9, 2024**

1. Evidence-Based Counselling (Chapter 2, Thomas)
2. Behavioral Theories (Chapter 6 and 7, Thomas)
3. Behavioral Therapy (Chapter 11, Tan)
4. Constructivist Theories (Chapter 14, Tan)
5. Solution Focused Therapy (Chapter 14, Tan)
6. Narrative Therapy (Chapter 14, Tan)

**Thursday, October 10, 2024**

1. Note: chapel (10:45am – 12pm)
2. Cognitive-Oriented Theories (Chapter 3, Thomas)

3. Reality Therapy (Chapter 10, Tan)
4. Cognitive-Behavior Therapy (Chapter 12, Tan)

### **Friday, October 11, 2024**

1. Mindfulness and Acceptance-Based Therapies (Chapter 13, Tan)
2. A Christian Approach to Counselling (Chapter 17- 19, Tan)
3. Spiritual Strategies (Chapter 9, Thomas)
4. Christian Formation of the Self Strategies (Chapter 10, Thomas)
5. 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 [MCS-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](#) explains how to submit assignments on Populi.

### **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+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass

D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

### **Academic Integrity**

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 [Student Handbook](#).

### **Accessible Learning Services Information**

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator, at [library@horizon.edu](mailto:library@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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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 the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for 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**

Jones, Stanton L. and Richard E. Butman. *Modern Psychotherapies: A Comprehensive Christian Appraisal*. Westmont, Illinois: InterVarsity Press, 2011. (ISBN: 9780830828524)

McMinn, Mark R. and Clark D. Campbell. *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. Downers Grove, Illinois: IVP Academic, 2017. (ISBN: 9780830851768)

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

Tan, Siang-Yang. *Counseling and Psychotherapy: A Christian Perspective*. 2<sup>nd</sup> Edition. Grand Rapids, MI: Baker Academic, 2022. (ISBN: 9781540962904)

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