Course Syllabus

Instructor: Christopher Cook, MA, MDiv
Class Dates: Sept 11-12, Oct 9-10, Nov 6-7
Class Room: TBD
Class Times: Fri, 6:30p-9:30p; Sat, 8:30a-4:30p
Office: Room 214
Email: ccook2@gordonconwell.edu
Phone: (704) 940-5835
Office Hours: Upon Request

Course Description: This course is an introduction to the field of counseling. The basic skills required to provide ethical and effective treatment will be presented. Models of intervention related to the major clinical orientations will be covered, highlighting key emphases and techniques. Course objectives will be met through a combination of lecture, videotapes, experiential exercises regarding course content, and classroom discussions.

Gordon Conwell Mission:

Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and experience integrated in the person who ministers. Through the courses and the practica/internships, a combination of careful training and supervised experience in counseling ministries are pedagogical practices essential to achieving that goal.

MACC Department Mission: The aim of the Master of Arts in Christian Counseling Program at Gordon-Conwell Theological Seminary-Charlotte is to advance Christ’s kingdom in various clinical, educational, and ministry settings by equipping counselors to think theologically, live biblically, and engage globally. Students who think theologically will develop a professional counselor identity that is grounded in orthodox Christian theology and sound clinical practice. Students who live biblically will demonstrate congruence between their faith and their actions in their personal and professional lives by maintaining a commitment to the process of ongoing spiritual formation. Students who engage globally will fulfill their call to serve others by being sensitive and responsive to the needs of diverse cultural, ethnic, and socioeconomic populations.
Relation to the Curriculum: This course is an introductory course to the field of counseling, providing foundational knowledge along with experiential exercises that offers a platform for students’ development of counselor professional identity and equips students with a basic knowledge of counseling theory. In addition to three other courses, this course is a pre-requisite to the first clinical practicum, CO867. It meets licensure requirements for many state boards.

The coursework also addresses the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the MFT field. The course offers an overviews of the development of systems theories and both modern and postmodern family therapy theories.

Objectives (Knowledge and Skills Outcomes):

CACREP II.
PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
G.1.a. history and philosophy of the counseling profession.
G.1.f. professional organizations, including membership benefits, activities, services to members, and current issues.

HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
G.5.d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.

CMHC
A.1. Understands the history, philosophy, and trends in clinical mental health counseling.
A.5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
C.1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
C.3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
I.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

Course Content: Students will:

1. Learn the history, philosophy, and current trends of the counseling profession, including the history, philosophy, and current trends in marriage and family therapy. (CACREP II.G.1.a; CMHC A.1)
2. Begin to construct their professional identity as a counselor or marriage and family therapist based on an understanding of:
   a. Professional organizations (CACREP II.G.1.f)
   b. Licensure and certification
3. Gain exposure to and critique the major clinical orientations in the field of counseling and marriage and family therapy from a psychological, empirical, and Biblical perspective. (CACREP II.G.5.d; CMHC A.5)
4. Identify several models of the integration of counseling/marriage and family theory and theology. (CACREP II.G.5.d)
5. Be able to assess and critique models, methods, and principles of program development and service delivery. (CMHC C.3)
6. Be able to evaluate counseling outcomes and select appropriate evidence-based treatments for their clients. (CMHC I.3)

Methods of Instruction: Course objectives will be met through a combination of lecture, videotapes, experiential exercises regarding course content, and classroom discussions.

Required Text(s): The following books must be read in their entirety:


In addition to the above texts, additional required reading material will be posted on Sakai.

Recommended Readings: See Resources below.

Course Requirements/Assignments:

1. Reading Log and Reflection: To develop an adequate foundation in clinical counseling and to raise awareness of current trends in research and practice, students are expected to read from a variety of sources (there is a brief bibliography at end of syllabus). In addition to the above required texts, other resources may be chosen from the recommended bibliography or be chosen by the student. Articles from current professional journals in the field of counseling are excellent sources of current information. It is expected that in completion of the written assignments students will utilize more resources than the required texts.
Students will submit a reading log that lists all reading material that was read over the semester. Include both required reading and material that was read for assignments. A template will be posted on Sakai.

Additionally, students will write a 2-3 page reflection paper engaging with one or more of the resources that were read. The paper should be written in APA style. A grading rubric will be posted on Sakai.

Students entering CO 500 with a limited background in the behavioral sciences are REQUIRED to read a basic psychology textbook. The textbook that has been selected to meet this requirement is Feist & Rosenberg (2014) *Psychology: Perspectives and Connections*, 3rd Ed. This text is in addition to the other reading requirements. Any student who meets this qualification and does not read and complete an annotation of this text will receive a grade penalty on the bibliography. If you are uncertain if you meet the requirement, please consult with the instructor.

Reading Reflection Due: Uploaded onto Sakai by 11:59pm, October 16, 2015.
Reading Log Due: Uploaded onto Sakai by 11:59pm, December 19, 2015.

2. Quiz: One take-home, open-book exam will be given following the first weekend. Students will complete the exam that will cover the history of the counseling profession, counseling philosophy, and current trends in the counseling profession at home, and upload the exam to Sakai. The questions will come from the readings and the class material from weekend 1, and will be in brief answer and essay format. (CACREP II.G.1.a; CMHC A.1)

Due: Uploaded onto Sakai by 11:59pm, September 16, 2015.

3. Self-Awareness Reflection: Because self-awareness and personal growth is an integral part of becoming an effective counselor, students will be required to complete a reflective exercise meant to increase self-awareness. Due to the nature of this assignment, it will not be evaluated and graded based on “right or wrong” content, but on thoughtfulness, creativity, and specificity of your self-exploration. Rather than “storytelling”, engage the topic in a fresh and meaningful way. The papers will be kept confidential between the instructor and the student; a TA will not read them. A grading rubric will be posted on Sakai. This paper should be 3-4 pages in APA style.

Self-Awareness Reflection Due: Uploaded to Sakai by 11:59pm October 16, 2015.

4. Group Presentations: One of the BEST ways to learn something is to have fun while teaching it. Students will sign-up in groups of 3-4, and thoroughly research and present one theoretical approach. Each presentation should include the following:

   a. Brief biography of the primary figure(s) associated with the theory.
   b. Description of the general theoretical approach, including:
      i. Humanity – how human personality is understood
ii. Hindrance – a description of how the theory conceptualizes mental health problems

iii. Health – a description of how the theory conceptualizes how mental health problems are resolved and treatment approaches

c. Description of how your theoretical approach conceptualizes:
   i. Prevention of mental illness
   ii. Personal wellness
   iii. Treatment planning (including specific intervention, research supported client populations, etc.)
   iv. Delivery of services (i.e., individual counseling, groups, self-care, etc.)
   v. Outcome evaluation

d. Critique of your theory from a Christian perspective. Be sure to include both elements that integrate well with a Christian perspective, as well as areas that are difficult to integrate.

e. Case conceptualization of a well-known individual or character from popular culture.

f. Q and A session

All members should contribute equally to the presentation. One student from the group will submit a written summary of each individual’s participation as well as a bibliography of references, which should be written in APA format. Utilize at least five sources, not including the class texts. A grading rubric will be posted on Sakai. Each presentation should be 60-75 minutes. All materials, including the written summary and the bibliography, PowerPoint lectures, notes, and any other materials for the class, should be e-mailed to the instructor (ccook2@gordonconwell.edu) by 11:59pm of the Thursday before your presentation weekend.

Make your presentation enjoyable by mixing your methods of delivery and being creative. For example, you can use lectures, media examples, role-play, small group or individual activities, audio or video clips, discussions questions, etc. Remember that your classmates will have already read the material, so plan to go deeper or expand upon the information in your books. Use the Q-and-A session to address questions that arose for you and your group as you prepared for your presentation. (CACREP II.G.5.d; CMHC A.5, C.1, C.3, I.3)

Due: The weekend and timeslot of your chosen theory as described in the course schedule below.

5. Professional Identity Profile: One of the often overlooked tasks of the professional counselor or marriage and family therapist is the development of a professional identity in the field. This assignment is designed to assist you in thinking about the development of your professional identity as a counselor. You will develop a series of marketing materials and professional documents that will describe the professional that you imagine yourself to be 10 years after graduating. You will develop a professional identity as a counselor, supervisor, advocate, specialist, and educator in your chosen field. Materials will include:
a. Marketing materials that showcase your professional representation to the community. It will include your preferred client populations, your specializations, your connections with professional organizations, your history of professional service, etc. This can include brochures, websites, business cards, pamphlets, posters, etc.

b. Your Professional Disclosure Statement, written according to the guidelines set forth by your licensing board.

c. Your Supervising Contract, written according to the guidelines set forth by your licensing board.

A grading rubric will be posted on Sakai with more detailed instructions for this assignment. (CACREP II.G.1.f; CMHC A.5, C.1, C.3)

Due: Uploaded onto Sakai by 11:59pm, November 20, 2015.

6. **Topical Integration Report:** Choose a topic of interest, as it relates to mental health, preferably a mental health concern of interest to you personally. The paper should be written from an integrative perspective of psychological and theological views. In the paper the following aspects of your topic will be addressed:
   a. Development and causality;
   b. Emotional and spiritual repercussions;
   c. The impact and involvement related to family and other relational concerns;
   d. How your theology speaks to the issue;
   e. Practical spiritual concerns, such as pastoral and church issues;
   f. A description of effective clinical models for treatment, including program development, service delivery, and outcome evaluation, and;
   g. Factors related to prevention, consultation, cultural considerations, education, and advocacy.

References should include and minimum of three standard texts (i.e., text books or specialization texts), and five peer-reviewed articles. Students can include reflections of their own original thought in some areas of the paper, as it relates to the integration aspects of the topic. The paper should be 8-12 pages in length and written in APA format. A grading rubric will be provided on Sakai. (CACREP II.G.5.d; CMCH C1., C.3, I.3)

Due: Uploaded onto Sakai by 11:59pm, December 11, 2015.

7. **Attendance and Participation:** Students are expected to attend all class sessions and actively engage in the course. Engagement refers to full participation in small group and class discussion, completing in-class assignments and activities, asking questions when appropriate, etc. Any planned absence should gain prior approval by the instructor, with the understanding that missing significant portions of the class will result in a failing grade. Any unexpected absence should be discussed with the instructor as soon as possible to determine how and if the missed class time can be made up. Given that the classroom portion of the course is 30 hours, missing even 3 hours (10% of the course) is not permitted except in extreme and rare cases. Please remember that not only are you missing the class experience,
but your classmates are also missing your contribution to the course in the case of your absence.

***Note: All assignments must be completed to receive a passing grade.***

**Grading:**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Log and Reflection</td>
<td>10 pts.</td>
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<tr>
<td>Exam</td>
<td>10 pts.</td>
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<tr>
<td>Self-awareness Reflection</td>
<td>10 pts.</td>
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<tr>
<td>Group Presentations</td>
<td>25 pts.</td>
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<tr>
<td>Professional Identity Profile</td>
<td>20 pts.</td>
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<tr>
<td>Topical Integration Report</td>
<td>25 pts.</td>
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<td><strong>Total</strong></td>
<td>100 pts</td>
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Final letter grades will be assigned based on the following distribution:

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<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A+</td>
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<td>A</td>
<td>94-97</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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<td>60-63</td>
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**Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>Weekend 1</td>
<td></td>
<td>Syllabus Overview</td>
<td>Article(s) on Sakai</td>
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<td></td>
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<td>Assignments Overview and Signup</td>
<td>Corey, Chapters 1-3</td>
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<td></td>
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<td>Introduction to Counseling/MFT Profession</td>
<td>Tan, Chapters 1-3</td>
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<td>History of the Counseling and MFT Professions</td>
<td>Johnson, Chapter 1</td>
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<td>Professional Identity Development</td>
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<td>Choosing a Theoretical Approach</td>
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<td>Introduction to Counseling Theory</td>
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<td>Freud and Psychoanalysis</td>
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<td>Sept. 11-12</td>
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<td></td>
<td>11:59p</td>
<td><strong>Exam Due</strong></td>
<td><strong>Read Prior to Exam:</strong></td>
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<td></td>
<td>- Article(s) on Sakai</td>
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| Weekend 2 | Oct. 9-10 | Psychodynamic Approaches  
Existential/Humanistic Approaches  
Effective and Competent Counseling | Group Presentations  
Article(s) on Sakai  
Corey, Chapters 4-8  
Tan, Chapters 4-9  
Johnson, Chapters 2-4 |
|---|---|---|---|
| Oct. 16 | 11:59p | Self-Awareness Reflection Due  
Reading Reflection Due  
*Read Prior to Submission:*  
- Benner |
| Weekend 3 | Nov. 6-7 | Cognitive-Behavioral Approaches  
Postmodern and Systems Approaches  
Supervision and Counseling  
Integration: Theoretical and Theological | Group Presentations  
Article(s) on Sakai  
Corey, Chapters 9-15  
Tan, Chapters 9-17  
Johnson, Chapters 5-7 |
| Nov. 20 | 11:59p | Professional Identity Profile Due |
| Dec. 19 | 11:59p | Topical Integration Report |

**Syllabus Addendum**

**Academic Standards**

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

**ADA Policy**

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

**Cancellation of Class**
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

**Extension Policy**

Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams. However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades**

Grades are posted online within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

**Returned Work**

Work submitted through Sakai will be returned via Sakai since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.

**Virtual Writing Center**

Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)
If you enrolled in GCTS before Fall 2008, you were not required to take one of the three pre-requisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status. Email writingcenter@gordonconwell.edu for more information.

Resources


    Downers Grove, IL: InterVarsity Press
    Downers Grove: IL InterVarsity Press
    Bloomington, IN: AuthorHouse
Reiter, M. D. (2007). *Therapeutic interviewing: Essential skills and context of counseling*