PURPOSE:

The purpose of this course is to introduce students 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, guest lectures on specific topics, and classroom discussion.

OBJECTIVES:

1. Gain exposure to and critique the major clinical orientations in the field of counseling from a psychological, empirical and Biblical perspective
2. Identify several models of the integration of psychology and theology
3. Understand fundamental ethical guidelines in professional practice
4. Identify basic components of effective counseling
5. Construct rudimentary clinical formulations and treatment plans

COURSE REQUIREMENTS:

1. TEXTBOOKS: The following books must be read in their entirety.


2. **READING:**

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. In addition to the above requirement, other academic texts may be chosen from the recommended bibliography available on CAMS or be chosen by the student, as long as they pertain to the course topics. Articles from current professional journals in the field of counseling are excellent sources of current information. At least two of your resources should be from primary sources and most sources should be written for a professional rather than lay audience. You may count all reading done for the presentation, integration paper and intake report towards the requirement. Do not focus too heavily on one area and make sure you read broadly from various topics and perspectives. All of the required texts must be read and these *do count* toward the overall 2000 pages.

Instructions for completing the annotated bibliography: Following each reference using APA style, indicate the number of pages read. If the resource was a videotape, indicate a page number equivalency (1 hour = 33 pages; 6 hour maximum or 200 pages). This six hour maximum can also be met by attending a relevant continuing education seminar, as long you include a one-page summary of the seminar. Provide a brief summary of the reading (one page for a book, one paragraph for a chapter in a book or a journal article). Include a tally of the total number of pages read.

Attendance at GCTS seminar to be held on October 5, 2012 can count towards reading (for a total of 200 pages). Write a one page summary of seminar content

Grading criteria for Annotated Bibliography?

A = 2000+ pages read and adequately annotated with accurate APA references = 10 points
B = 1600-1999 pages read and... = 8.5
C = 1200 - 1599 pages read and... = 7.5
D = 800 – 1199 pages read and... = 6.5

Due: Uploaded onto Sakai by 5:00 PM 12.17.2012

3. **ASSIGNMENTS:** all assignments must be written in APA style. See [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/) for more information.

**Document File Naming Conventions:** All assignments should be submitted electronically in the Sakai course assignments areas and named with the convention of student name, course number, assignment name. For example: Smith, Mary CO710 annotated bibliography.docx

A. **Reflective Exercises:** Because self-awareness and personal growth is an integral part of becoming an effective counselor, students will be required to
complete two reflective exercises. Identify yourself with your ID # rather than your name to facilitate confidential self-exploration. Each paper should be no longer than 3 pages double-spaced and will be evaluated on thoughtfulness, creativity, and specificity, not on “right or wrong” responses. Rather than “storytelling”, engage the topic in a fresh and meaningful way.

The topic of each of the two papers will be presented in class.  
Due date for first reflective assignment: Uploaded onto Sakai by 5:00 PM October 19, 2012.  
Due date for 2nd: Uploaded onto Sakai by 5:00 PM November 16, 2012.

B. Topical Integration:

Choose a topic of interest that would be appropriate to examine from an integrative perspective. In no more than five double-spaced pages, address this issue from psychological, theological and integrative perspectives. Speak to aspects such as causality, emotional and spiritual repercussions, pastoral concerns, treatment considerations, etc. Include references as appropriate, but the paper should primarily reflect your original thoughts.

Due: Uploaded onto Sakai by 5:00 PM December 3, 2012

C. Group Presentations: Will occur last weekend of the course
ONE OF THE BEST WAYS TO LEARN SOMETHING IS TO TEACH IT!  
Each student will be a member of a group that will thoroughly research and present one particular counseling theory/modality:

1. Classical psychoanalysis
2. Psychodynamic/Object relations
3. Behavioral
4. Humanistic (Rogerian/Client-centered)
5. Cognitive
6. Gestalt and other experiential modalities

Each presentation should include the following information:

- The theory’s history, development, theoretical assumptions, and key theorists and/or clinicians.
- A Biblical/theological critique of the theories and interventions.
- The etiology of psychopathology and the nature of change.
- A live or videotaped 10 minute mock counseling session demonstrating therapeutic techniques associated with the theory.

All members should contribute equally. Include a written summary of each individual’s participation as well as a bibliography (APA style). Utilize at least five sources, not including the class texts. Evaluation of presentation will be based on accuracy, thoroughness, creativity and effective articulation. Each presentation should be no more than 60 minutes. All materials (PP lectures, notes, etc.) should
be e-mailed to maccinfo@gcts.edu by Tuesday, November 13 to be posted on Sakai.

D. Intake Report: Prepare a 6 to 8 page (single-spaced) case report, based on your intake with a peer volunteer. This paper is intended to represent your best efforts at thinking clinically. Pertinent data should include, but not necessarily be limited to:

1. Identifying information (alter to protect identity)
2. Current mental status
3. Chief complaint(s) and or symptoms
4. Relevant history, including but not limited to: development, family, social, occupational, medical, substance use, sexual, religious, and psychiatric
5. Description of psychospiritual dynamics
6. Treatment plan
7. Rationale for the treatment approach

Due: Uploaded onto Sakai by 5:00 PM December 17, 2012

4. CLASS PARTICIPATION:
   Class will meet from Fridays from 6:30 to 9:30 and Saturdays from 8:30 to 4:30 on the following weekends: September 21-22; October 19-20; and November 16-17. Students are required to attend all classes. Tardiness or absences will result in grade deductions.

EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group Presentation</td>
<td>25%</td>
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<tr>
<td>Intake Report</td>
<td>25%</td>
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<tr>
<td>Topical Integration Paper</td>
<td>20%</td>
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<tr>
<td>Annotated reading log</td>
<td>10%</td>
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<tr>
<td>Quiz</td>
<td>10%</td>
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<tr>
<td>Reflective exercises</td>
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COMMUNICATION

Please address all initial questions, inquiries, clarifications to the counseling department student workers at maccinfo@gcts.edu
E-mail: kboyce@gcts.edu
Telephone: 704.527.9909
Mailing address: GCTS—Charlotte, 14542 Choate Circle, Charlotte, NC 28273
Office hours: Call for an appointment

CONTENT PER MODULE:

Module 1:
Small group discussion of interest in pursuing a field of counseling
Three forces in psychology undergirding field of counseling
Various approaches to soul care
Ethical and legal guidelines in professional counseling
Introduction to major models of counseling

Module II:
The importance of self-awareness for counselors
Models of the integration of psychology and theology
Conceptualizing psychospiritual dynamics
An introduction to the clinical interview
Practice giving the interview

Module III:
Preparing the intake report
Guidelines for writing psychologically
Group presentations regarding the major counseling theories

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Expected time commitment (hours)</th>
<th>Actual time spent on course work</th>
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<tbody>
<tr>
<td>Completion of reflective exercises</td>
<td>7</td>
<td></td>
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<tr>
<td>Intake report</td>
<td>20</td>
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<tr>
<td>Group presentation prep</td>
<td>15</td>
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<tr>
<td>Topical integration paper</td>
<td>15</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Class attendance</td>
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<td>Total time spent on course</td>
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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
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.