

**ASHLAND THEOLOGICAL SEMINARY**  
**CLC 5509 Counseling Theories**  
**Ashland Campus, Room TBD**  
**Thursdays, 1:15-3:45**  
**David Hartman, Ph.D.**  
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**Office Hours: Email for an appointment**

## **I. COURSE DESCRIPTION**

CLC 5509 Counseling Theories (3 hours) Surveys major concepts and practices of contemporary therapeutic systems. Attention is also given to the integration of biblical principles with sound behavioral science.

## **II. STUDENT LEARNING OBJECTIVES (with DLOs):** At the end of this course, students will:

1. Articulate the basic concepts and constructs of the foremost counseling theories (KO5).
2. Incorporate theoretical and experiential learning to develop an understanding of the counseling process (KO5; PSO4).
3. Critically assess and evaluate elements and techniques from major counseling theories with an aim to develop a personalized theoretical orientation. (KO5,9; PSO2,6)
4. Illustrate how various theoretical approaches address psychopathology and are used for effective counseling with diverse clientele. (KO2; PSO2,4)

## **III. KNOWLEDGE BASE**

A. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Ohio Administrative Code (OAC) requirement for Counseling Theory—4757-13-01(A)(4)(a)

B. CACREP CMHC Standards Addressed in this Course Include:

1. theories and models of counseling
2. counselor characteristics and behaviors that influence the counseling process
3. evidence-based counseling strategies and techniques for prevention and intervention
4. processes for aiding students in developing a personal model of counseling

## **IV. TEACHING STRATEGIES FOR STUDENT LEARNING**

The course will utilize didactic and experiential learning activities such as lecture and discussion, small group discussions, multimedia, role-plays, and in-class and out-of-class assignments to develop students' facility with theory and application.

## **V. REQUIRED TEXT**

Jones-Smith, E. (2020). *Theories of counseling and psychotherapy: An integrative approach (Third edition)*. Thousand Oaks, CA: SAGE. ISBN: 148335198X

### **RECOMMENDED SUPPLEMENTAL TEXT (*not required*)**

Tan, S. (2011). *Counseling and psychotherapy: A Christian perspective*. Grand Rapids, MI: Baker Academic. ISBN: 9780801029660

### **ADDITIONAL READINGS (BLACKBOARD)**

Cheston, S.E. (2000). A new paradigm for teaching counseling theory and practice. *Counselor Education and Supervision*, 39, 254-269

## VI. CLASS SCHEDULE (Subject to Change)

Week	Date	Lecture/Topic	Readings/Assignments
1	September 2	Ways Paradigm; Introduction & Overview	Ch. 1; Cheston Reading
2	9	Psychoanalytic Therapy	2
3	16	Adlerian Therapy	3 <b>Personal Being Paper Due Sunday, 9/19 by 11:59 pm</b>
4	23	Behavior Therapy	4
5	30	Cognitive Approaches	5
6	October 7	Reality/Choice Therapy	6
7	14	Existential Therapy	Chapter 7 <b>Midterm Exam (due 10/17 by 11:59 pm)</b>
8	21	Person-Centered	8
9	28	Gestalt Therapy	9
10	November 4	Narrative Therapy	17
11	11	Family Therapy	19
12	18	Other Postmodern Approaches	Pick 2 chapters from 12, 13, or 14
-	25	<b>THANKSGIVING BREAK</b>	
13	December 2	Other Postmodern Approaches	Pick 2 chapters from 15, 16, or 18 <b>Integrative Paper Due 12/5 by 11:59pm</b>
14	9	Integrative Perspective	21
15	16	Case Conference	<b>Ways Project Due 12/16 by 11:59 pm</b>

## VII. GRADING ELEMENTS

Student grades will be assigned based upon the following distribution of points (please note that the Seminary's grading scale will be used):

### 1. Course Engagement & Professionalism (15% of final grade):

Attendance and participation in class sessions is expected; however, being "present" is much more than simply showing up. Since it is the instructor's belief that there are direct connections between how one approaches academic training and one's professional conduct once in the field, the following are expected of all students: promptness to class, preparedness for class, positive participation in class, and professionalism in all work submitted. **Failure to adhere to these guidelines may negatively impact the student's final grade at the discretion of the professor. Additionally, late work will not be accepted.**

### 2. Personal Being Paper (10% of final grade):

Each student is responsible for crafting a paper on her/his personal philosophy of counseling. Prior to integrating counseling theory it is important to reflect on what you think, your experiences, and how

YOU think people change. Though this may change over the next two years, self-reflection on yourself at this point is an excellent starting place for integrating theory in the future. For this specific assignment, don't be concerned with the language of a theory; rather, discuss what you believe counseling is and how it works. Here are instructions:

**APA format, 5-7 pages (not including title page and reference page for any references you choose to use). This paper should be self-reflective- I want to read your thoughts and feelings- use "I."**

**No citations needed (unless you cite additional sources)**

**Answer these questions (from the Jones-Smith Textbook)**

- What is your worldview, including your view of human nature?
- What are some of your basic assumptions about people, their nature, and their ability to change?
- What role does the past or present play in your life? In others' lives?
- Are people controlled by the early events in their lives, or can they change and move beyond what happens when they are young?
- How do you describe yourself culturally?
- In what ways do your cultural values and attitude influence your therapeutic approach?
- Which ethnic or cultural group other than your own do you think you understand the best? Why?
- What are the critical periods in personality and behavior development?
- What are your beliefs about change and people's abilities to make change in their lives?
- How have you seen change in your life or made changes in your life?
- What do you think the relationship is between thoughts, feelings, and behavior?
- How would you describe your personality? How would you describe yourself to another person?
- What do you think happens in counseling? Why do people change? How do you see yourself working with a client to create change?

### 3. Midterm Exam (15% of final grade):

In week 7, students will complete a midterm exam, which will cover chapters 1-6 of the text. The exam will be open-book and taken online.

### 4. Paper: Integrative Theoretical Orientation (25% of final grade):

After studying the major theories of counseling, students will write a revised paper based on their initial Personal Being paper and the ways perspective. This paper should identify the theories that influence each of the three "ways" in a student's personal theory of counseling. Attention should be paid to congruence/incongruence between the theories informing the different "ways" and how the student will work to resolve incongruence. Performance on this paper will be determined by the student's ability to integrate class materials with their own understanding of the counseling process.

**This paper must be a minimum of 5 pages and a maximum of 7 pages of typed content, formatted in APA style, include a title page\*\*\*\*the 5-7 pages does not include the title and reference pages. Please note that all written work will be graded using the following rubric: 20%: APA style, grammar, spelling, 40%: Content of the paper, 40%: meeting the requirements of the assignment (all required sections discussed, page requirements, guidelines for write-up met)**

### 5. "Ways" Project (25% of final grade)

Students will create an expressive and creative format for comparing and contrasting each theory based on the "Ways" model. Feel free to use a means of expressing the "ways" that speaks to your learning style and creativity... you might choose to blog about the "ways" of each theory, utilize photographs that symbolize them, music that speaks to them, quotes, websites, media, games, posterboards, collages, excel spreadsheets, videos describing each, etc. As long as you can express to me in a structured and concrete manner that you have an understanding of each theory based off the Ways model, you are meeting the assignment requirements.

A short document in APA format describing how your project meets each “way” for each theory must accompany any creative expression of the “ways.” Note: These are not always as linear and structured as we would like them to be... integrate them in a way that fits for you and ask questions if you get confused... if it is confusing, then you are probably right where you need to be in learning to integrate the learning material!

-Include a representation of major theorists for each theory (Adler, Rogers, etc.). There often is more than one major theorist, provide two or three of the most influential. For psychodynamic theories, you may choose a particular one (interpersonal, object relations, etc.) or you can discuss how psychodynamic theories overall have evolved from psychoanalysis in a general overview.

You must address each “way” for each theory listed:

*Way of Being*

- Role of Counselor
- Role of Client
- Role of Therapeutic Relationship

*Way of Understanding*

- View of Human Nature
- View of the Problem

Maladaptive Behavior

- View of Healthy/Adaptive Behavior
- Goals of Theory
- Key Concepts
- View of therapeutic change (how it takes place)

*Way of Intervening*

- Techniques
- Multicultural Considerations
- Choose either working with individuals, children, and/or couples and families and provide insight into how this theory might apply to this population
- Limitations

Required Theories:

**Part One (50 points)**

Psychanalytic/Psychodynamic  
 Adlerian Theory  
 Behavior Theory  
 Cognitive/Cognitive Behavioral Theory  
 Reality/Choice Theory

**Part Two (25 points)**

Existential  
 Person-centered  
 Gestalt

**Part 3 – Choose 2 (25 points)**

Motivational Interviewing  
 Narrative  
 Family-Centered  
 Spiritual Integration

## 6. Final Exam – Case Conference (10% of final grade):

This case conference serves as your final exam- you should be prepping for it throughout the semester. A case study will be distributed before the Case Conference date for students to read. Students will be broken into groups of four or five and each student will be randomly assigned a theory on the day of the case conference. You will **NOT** know which theory you are assigned until you come to class. Students will participate in a mock case conference where they will be expected to conceptualize the client from their assigned theory as well as answer questions regarding the theory. Students will be expected to discuss primary theorists, the force and history of the theory, the way of being, understanding, and interacting with the client from their assigned theory as well as to address the multicultural, contextual, societal, ethical, advocacy, and spiritual frameworks that are applicable to the case. Students will be expected to dialogue with their colleagues regarding the strengths and challenges inherent in using their assigned theory, as well as to question others on the theories they are describing.

- 95-100= Clearly articulates each “way” of the theory, confidently and accurately discusses and integrates theory and frameworks with case, successfully and respectfully dialogues with clients regarding the strengths and challenges of utilizing each theory. High level of preparation obviously displayed.
- 90-94 pts= Articulates an understanding of each of the “ways” of the theory, appropriately integrates theory and the case as well as frameworks, accurately discusses the strengths and challenges of the theories presented. Preparation is displayed- a few areas weak areas to improve on.
- 85-89 pts= Articulates some understanding of the theory, works to integrate the case with the theory and cultural contexts, works to address the strengths and challenges of the theories with peers. Some evidence of preparation is displayed, many areas of improvement needed.
- 80-84 pts= Articulates some understanding of the theory, works to integrate the theory with the case, talks about cultural context, dialogues with peers about their theories. Unsatisfactory level of preparation displayed.
- 75-79 pts= Attempts to meet most of the required elements but not all. Unsatisfactory level of preparation displayed.
- 70-75 pts= Attempts to meet some of the required elements. Preparation not evident.
- Below 70 points= Unacceptable

## VIII. CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

<i>Grading element title</i>	<i>Associated Student Learning Outcomes</i>	<i>Associated CACREP CMHC Standards</i>	<i>Percentage</i>
Engagement & Professionalism	1, 2, 3	F.5.a, b, c	15
Ways Project	1, 3	F.5.a, b, c	25
Midterm Exam	1, 2, 3, 4	F.5.a, b, c	15
Final Exam- Case Conference	1, 2, 3, 4	F.5.a, b, c	10
Theoretical Orientation Paper	1, 2, 3, 4	F.5.a, b, c	25
Personal Being Paper	1, 2, 3, 4	F.5.a, b, c	10

## RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged, throughout their careers, to continue learning about theoretical approaches to counseling through intentional efforts to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, trainings, and conferences in this area for continuing education and specialization. Students are encouraged to continue developing and refining their therapeutic approach throughout their careers.

## RECOMMENDED RESOURCES (*NOT* required, but intended to be of current and future help)

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*

(5<sup>th</sup> ed.). Washington, DC: Author.

Berman, P.S. (1997). *Case conceptualization and treatment planning: Exercises for integrating*

*theory with clinical practice*. Thousand Oaks, CA: Sage Publications, Inc.

Beutler, L.E. & Malik, M.L. (Eds.) (2002). *Rethinking the DSM: A psychological perspective*.

Washington, DC: American Psychological Association.

Corsini, R.J. & Wedding, D. (2011). *Current Psychotherapies* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole

Hubble, M.A., Duncan, B.L., & Miller, S.D. (1999). *The heart and soul of change: What works in*

*therapy*. Washington, DC: American Psychological Association.

Johnson, S.L. (2004). *Therapist's guide to clinical intervention: The 1-2-3s of treatment planning*.

(2<sup>nd</sup> ed.). Boston: Academic Press.

Jongsma, A.E. & Peterson, L.M. (2002). *The complete adult psychotherapy treatment planner*.

New York: John Wiley & Sons.

McGlothlin, J.M. (2008). *Developing clinical skills in suicide assessment, prevention, and*

*treatment*. Alexandria, VA: American Counseling Association.

Norcross, J.C. & Goldfried, M.R. (Eds.). (1992). *Handbook of psychotherapy integration*. New

York: BasicBooks.

Seligman, L. & Reichenberg (2011). *Selecting effective treatments: A comprehensive, systematic guide to*

*treating mental disorders*. 4<sup>th</sup> Edition. San Francisco: Jossey-Bass.

Tan, S. (2011). *Counseling and psychotherapy: A christian perspective*. Grand Rapids, MI: Baker

Academic.

Whiston, S.C. (2004). *Principles and applications of assessment in counseling* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth.

## Seminary Guidelines

### A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

### B. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	



D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

### **C. Attendance**

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

### **D. Attendance Reporting:**

Students are required to participate in a course related activity in the first and third weeks of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

### **E. Accessibility Resources and Accommodations**

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to [au-sac@ashland.edu](mailto:au-sac@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

### **F. Ashland Multiliteracy Center (AUMuLit Center)**

The AMuLit Center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified consultants can advise you online or in person. For more information [click here](#).

- Receive one-on-one feedback from an AMuLit Center graduate consultant on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment, then within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom by request.
- To schedule an asynchronous email appointment, go to [www.ashland.mywconline.com](http://www.ashland.mywconline.com) (you will need to register for an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at [amulitcenter@ashland.edu](mailto:amulitcenter@ashland.edu).

Visit our graduate services webpage for more information -

<https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>