



“Winebrenner equips leaders for service in God’s Kingdom.”

Term:

Course: CC 5050: Counseling Theories

Instructor:

Phone:

Email:

Office/Contact Hours:

MAACC Syllabus

COURSE DESCRIPTION

This course provides an overview of counseling theories and examines the philosophical systems underlying those models. This course also examines the basic concepts of counseling such as definitions, interviewing, case conceptualization, clinical procedures, and other skills necessary to practice a variety of counseling theories and techniques in clinical settings. (3 hours)

COURSE OBJECTIVES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling programs. At the conclusion of this course, the successful student will be able to:

1. Understand theories personality and psychological development. **(3.C.4)**
 - Assessment occurs through class discussion, reflection paper, case conceptualization, and final exam.
2. Apply approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors. **(3.D.2)**
 - Assessment occurs through class discussions and case conceptualizations.

3. Understand the role of religion and spirituality in clients' and counselors' psychological functioning. **(3.B.11)**
 - Assessment occurs through class discussions, reflection papers, case conceptualizations, and major paper.
4. Compare and contrast theories and models of counseling, including relevance to clients from diverse cultural backgrounds. **(3.E.1)**
 - Assessment occurs through reflection paper, case conceptualization, major paper, and final exam.
5. Demonstrate case conceptualization skills using a variety of models and approaches. **(3.E.3)**
 - Assessment occurs through case conceptualizations.
6. Recognize ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities. **(3.E.6)**
 - Assessment occurs through class discussions.
7. Identify the counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships. **(3.E.8)**
 - Assessment occurs through reflection papers, and major paper.
8. Practice interviewing, attending, and listening skills in the counseling process. **(3.E.9)**
 - Assessment occurs through Participation/Skills Lab.
9. Practice counseling strategies and techniques used to facilitate the client change process. **(3.E.10)**
 - Assessment occurs through Participation/Skills Lab.
10. Understand and apply strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences. **(3.E.11)**
 - Assessment occurs through reflection papers, case conceptualizations, and major paper.
11. Practice goal consensus and collaborative decision-making in the counseling process. **(3.E.12)**
 - Assessment occurs through Participation/Skills Lab.
12. Practice evidence-based counseling strategies and techniques for prevention and intervention. **(3.E.15)**
 - Assessment occurs through Participation/Skills Lab.
13. Understand processes for developing a personal model of counseling grounded in theory and research. **(3.E.21)**
 - Assessment occurs through major paper

14. Utilize techniques and interventions for prevention and treatment of a broad range of mental health issues. **(5.C.5)**
- Assessment occurs through Participation/Skills Lab.

REQUIRED TEXTBOOKS

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). Author. ISBN 978-1433832161

Corey, G. (2023). *Theory and practice of counseling and psychotherapy* (MindTap Course List) (11th ed.). Cengage. ISBN: 10-0357764420

Frankl, V. (2014). *Man's search for meaning*. Beacon Press. ISBN:10-0807060100

Additional Resource Costs (if applicable): N/A

Additional required reading available on Populi. Other recommended study materials:
Books authored by brand name psychotherapists & theorists (Freud, Adler, Rogers, Glasser, etc.)

METHODOLOGY

The course will utilize didactic and experiential learning activities, such as lecture and in-class discussions, small group discussions, multimedia, guest speakers, role plays, breakout room experiential exercises, and in-class and out of class assignments to develop critical thinking skills.

Class meetings begin promptly at 6:00 p.m. *Counseling Theories* is a content-rich course filled with theoretical insights and concepts which necessitates students to critically assess *their* experiences and apply the various counseling theories to their lives and worldviews. Hence, class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading and from personal experiences, etc. Learning is synergistic; it deals with abstract or theoretical ideas that have not yet been fully understood or internalized, and constructing learning and mastering concepts requires the community of learners sharing together. It's not a repetition of facts; if that's all we were interested in we could just do a quiz on the reading and be done. Our class sessions are where we all can ask questions, make assertions, share concerns or doubts, express opinions, navigate new ideas, and encounter new ways of thinking. Everyone's input is vital to the learning environment.

EVALUATION AND GRADE SCALE

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

A course grade of F will not meet the requirements for degree credit.

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

Calculation of grade will be based on the following:

Participation & In-Class Skill Labs	10 pts.
Reflection Papers	15 pts.
Case Conceptualizations	15 pts.
<i>Get Out of Your Head</i> Discussion	5 pts.
Major Paper	25 pts.
<u>Final Exam</u>	<u>30 pts.</u>
TOTAL	100 pts

Participation grades are limited to 10% of the course grade and may include, but is not limited to, classroom engagement, attendance, on time arrivals, timely responses to instructor emails, completion of required readings, engagement in synchronous sessions (online), and discussion board posts that meet the instructor's standards for quality and quantity (online). Consult the participation section of the syllabus for more details.

COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 100 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication manual of the American Psychological Association*, 7th edition.

- 1. Participation** – A portion of your grade will depend upon your level of participation during class each week. Students are expected to arrive to class on time, stay for the duration of class, and remain focused during the allotted class time. Students are also expected to be prepared for class by bringing textbooks, articles, and other course

material to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter class discussions and activities with relevant questions and comments if they are not prepared. Spontaneous assessments may be given to assess student preparedness. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work. Lastly, “Skill Labs” will also be utilized during class meetings for students to practice the theoretical techniques that are presented in readings and class discussions.

2. **Reflection Papers** – Please complete the reflection template each week addressing your thoughts and comments on the theory (or theories) taught in the previous week. Papers are due at the beginning of each class (check course schedule).
3. **Case Conceptualizations (KPI 5)** – Using the case of their “Skills Lab Client,” students will complete case conceptualizations utilizing the counseling theories discussed during class. A template for conceptualizing the case portrayed in the video will be provided. Papers are due at the beginning of class (check course schedule).
4. ***Man’s Search for Meaning (MSFM) Discussion*** – Students will participate in a discussion during the week 12 class. The discussion will focus on the connections between the nature of human problems, counseling theories and techniques, and *Man’s search for meaning* (2014) by V. Frankl.
5. **Major Paper (KPI 5)** All students are required to write a 7-10-page, 7th ed. APA-style, personal theory paper. Throughout the course, students personally identify strengths and weaknesses of each theory of counseling that is introduced. In addition, students will reflect upon each theory’s “fit” to their personalities, their personal experiences, their worldviews, and their Christian beliefs. In this signature assignment, the major headings of the paper will include:
 - **Introduction:** In your opening paragraph, explain the purpose of writing a personal theory. Briefly identify each of the headings that comprise the paper.
 - **Personal background and experiences:** Explain your background and personal experiences that relate to your personal theory.
 - **“Specific Counseling Theory”:** Provide information about the counseling theory(ies) with which you personally identify. Include (a) view of human nature, (b) nature of the problem, (c) goals of therapy, (d) therapeutic processes, (e) roles of counselor and client, and (f) therapeutic techniques you will employ in your work with clients.
 - **Scriptural Connections:** Identify specific scriptures and Bible stories that connect your personal theory(ies) with God’s Word.
 - **Strengths and Weaknesses:** Identify strengths of the theory(ies) and discuss ways that you will address weaknesses of your chosen theory(ies).
 - **Practical Implementation:** Discuss your interests in counseling (i.e., possible setting(s), clientele, and ways that you will implement your theory(ies) and Scriptures in your practice as a professional counselor.

- Conclusion: In your closing paragraph, summarize the key points of your paper. Your final statement should be strong and reflective.

6. **Final Examination** – There will be one exam in this course. The final exam will be objective (multiple-choice) and comprehensive. Questions will be taken from texts, class discussions, and case conceptualizations. Please contact Dr. Iames if you experience technical difficulties while taking your exam.

CLASS SCHEDULE *All class meetings will be offered online via Teams meetings.*

Week/Date	Topic	Readings/Assignments
1	Course Overview/Intro to Psychotherapy & Counseling Essentials Developing Your Multicultural Orientation & Skills	Ch. 1 & 13
2	Psychoanalytic Approaches	Ch. 2
3	Individual Psychology & Adlerian Therapy	Ch. 3 Psychoanalytic Reflection due
4	Person Centered Theory/Therapy	Ch. 5 “Gloria” Video on Populi Adlerian Reflection & Case Conceptualization
5	Gestalt Theory/Therapy Existential Theory/Therapy	Ch. 4 & 6 “Gloria” Video on Populi Person Centered Reflection & Case Conceptualization
6	Behavior Theory/Therapy Cognitive Behavior Theory/Therapy	Ch. 7 & 8 “Gloria” Video on Populi Gestalt & Existential Reflections & Case Conceptualizations
7	Choice Theory and Reality Therapy	Ch. 9 Cognitive Behavior Therapy Reflection & Case Conceptualizations
8	Feminist Theory and Therapy	Ch. 10 Choice/Reality Reflection & Case Conceptualization
9	Constructive Theory/Therapy (Solution Focused & Narrative Therapy)	Ch. 11 Feminist Theories Reflection & Case Conceptualization
10	EMDR & Transactional Analysis	Ch. 14 Constructive Theories Reflection & Case Conceptualization

11	DBT, ACT, & Interpersonal Therapy Stages of Change Motivational Interviewing	Major Paper Due MSFM Initial Discussion Posts Due
12	Review for Final Exam GOYH Class Discussion	
	Final Exam	on Populi

WEBSITES

American Counseling Association

<https://www.counseling.org/>

American Christian Counseling Association

<http://www.aacc.net/>

American Psychological Association

<https://www.apa.org/>

Beck Institute

<https://beckinstitute.org/>

John Sommers-Flanagan Homepage

<https://johnsommersflanigan.com/author/johnsommersflanigan/>

Counseling Today

<https://www.counseling.org/publications/counseling-today-magazine>

Psychology Today

<https://psychologytoday.com>

PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

DIGITAL DELIVERY GUIDELINES

(Since all of this course is digitally delivered, the following guidelines will be followed.)

Teams Online Meeting Etiquette

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students’ attentiveness whether in-person or online.**

Secure Environment

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

Video Submissions

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

Late Work During the Term

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

A growing concern in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iames if you have any questions of concerns about the Informed Consent Statement.

All students are subject to policies outlined in the Winebrenner Graduate Catalog.

Syllabus revised: 01/01/2026