



**Course Syllabus  
FALL 2010**

**THE THERAPEUTIC RELATIONSHIP  
COUN 0676**

**September 15 – December 8, 2010  
WEDNESDAY 8:30 - 11:20 am**

**INSTRUCTOR: DR. BRIAN CUNNINGTON**  
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905 415 9335

Office Hours: By Appointment

To access your course materials at the start of the course, please go to  
<https://www.mytyndale.ca>

## **I. COURSE DESCRIPTION**

In this course students will develop a framework to assist understanding of the therapeutic process as preventative and healing interpersonal relationship. Topics: the structure of the therapeutic relationship, setting therapeutic goals, and the development and implementation of the therapeutic plan. Emphasis is placed on self-reflective learning.

Therapeutic Relationship is a first year counselling course, open only to Counselling majors. There are no prerequisite and no co-requisite courses associated with this course.

Since the focus of 'The Therapeutic Relationship' relates to the methodological aspects of the counselling relationship, students should expect to stress the practical dimensions in each of the following areas:

1. Characterological Development – Personal Growth
2. Technical Development – Counselling Skills
3. Cognitive Development – Theoretical Understanding

## II. LEARNING OUTCOMES

At the end of the course, students should have:

1. A developed understanding of the narrative nature of the counselling relationship.
2. An understanding of the various 'movements' of the counselling process and the development of appropriate relational skills suited to each of those movements.
3. Reflected on one's interpersonal strengths and limitations through various small group experiences.
4. Increased personal awareness of effective and ineffective helping skills and techniques.
5. A deepened understanding of oneself, others and the counselling relationship from a Biblical perspective.

Students should be aware that this course has been set up to facilitate your growth and your development. However, simply taking this course does not guarantee these outcomes. Your own personal involvement and application in all aspects of these courses is essential.

## III. COURSE REQUIREMENTS

### A. REQUIRED TEXTS

Olthuis, J., (2001). *The Beautiful Risk: A new psychology of loving and being loved*. Grand Rapids: Zondervan Publishing Company. (ISBN 978 0310234296)

Miller, S.D., Duncan, B.L, & Hubble, M.A. (1997). *Escape from Babel: Toward a unifying language for psychotherapy practice*. New York: W.W. Norton & Company. (ISBN 0 393 70219 7)

### B. ASSIGNMENTS AND GRADING

NOTE: All written submissions must adhere to APA standards. All written submissions should reflect graduate-level competency in regards to matters of grammar, punctuation etc.

There will be 3 different forms of evaluation. In summary, the assignments, their  
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mark value, and their due dates are:

**1. Critical Book Review:** Due on Wednesday October 20, 2010; 40% of final grade.

Book to be reviewed: Olthuis, J., (2001). *The Beautiful Risk: A new psychology of loving and being loved*. Grand Rapids: Zondervan Publishing Company. (ISBN 978 0310234296)

Due Date: Wednesday October 20, 2010

Length: Maximum 8 pages

Format:

A handout "Developing a Book Critique" will be distributed in class. Students are strongly advised to read this handout thoroughly before beginning their critical book review. In addition to this handout, the following points may be helpful for those students who have not as yet written a critical book review.

1. Identify the author and the work.
2. Include a brief but accurate summary.
3. Complete a thorough analysis of the main arguments.
4. Keep the focus on an analysis of the author's views (not a presentation of your own opinions of the subject).
5. Write a statement of the contribution of this work to the field.
6. Provide sufficient support for your critical assessment on the strengths and limitations of the author's work.
7. Avoid writing a summary that is too long, with little or no critical analysis.
8. Avoid comments that are vague or too personal (I liked...; I enjoyed...; I think...)

**2. Academic Paper:** Due on Wednesday November 17, 2010; 50% of final grade.

Topic of paper: To be handed out in class.

Due Date: Wednesday November 17, 2010

Length: 10 pages maximum

Format:

A handout “Developing an Argumentative Paper” will be distributed in class. Students are strongly advised to read this handout thoroughly before beginning their paper. In addition to this handout, the following points may be helpful for those students who have not as yet written an argumentative paper.

1. Short introduction should quickly capture the reader’s attention.
2. Take a strong position in the thesis statement.
3. Clearly define the issue.
4. Back up your position with supporting evidence/arguments.
5. Incorporate one argument (with supporting evidence) per paragraph.
6. Briefly defend your thesis by defusing counter-positions.
7. Make a strong conclusion without introducing any new ideas.
8. Avoid using suspect, unreliable, or outdate material for support
9. Avoid comments that are vague or too personal (I liked...; I enjoyed...; I think...).

**3. Class Participation:** 10% of final grade.

### **C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Discussions between professors and students often revolve around deadlines for assignments. I love to talk to people about substantive and personal issues but strongly dislike talking about deadlines!

Because of this every assignment has a pre-set DUE DATE. Papers handed in on or before the due date will get everything they deserve! Papers handed in after the due date will be considered as “late papers” and will receive a one-third grade point deduction (i.e., B to B-) for each week (or part thereof) following the due date.

All papers should reflect a quality of work that is appropriate to a graduate-level degree program. There are many handbooks on the market today that can help refresh your knowledge of style and grammar. If you are uncertain about issues of style and grammar, I would suggest that you allow another person to act as an editor for your papers.

Please type your papers, double-spaced, 12 point font, with proper margins.

You are advised to photocopy an extra copy of any and all work before you hand it in.

*No papers will be accepted after the fourth week following the due date.*

*All assignments must be completed and submitted in order to receive a credit in this course.*

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A paternalistic aside: Being able to complete and hand-in papers on time in the best of all possible worlds – when the sun shines every day, when computers don't get viruses and when printers don't jam etc. – is no great feat!! But, this isn't the kind of world we live in. I would encourage you to organize your time and your work for the real world!!

Students should not take any course unless they feel confident that they are able to fulfill the requirements for that course. Responsibilities at work or church etc. should be taken into account before registering for any course.

If there are some significant, unusual and unpredictable circumstances, please complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form found at the end of this syllabus, specifying the nature of these circumstances and submit it to me directly *as early as possible before the pre-set due date* for that assignment.

Please note: You need to be aware that the phrase, "significant, unusual and unpredictable circumstances," means just that! A serious and unforeseen medical emergency, the death of a close family member, etc. may warrant the granting of an extension. "Broken printers," "studying for Greek or Hebrew," "just being too busy" or "trying to complete a paper for Systematic Theology" do NOT qualify as grounds for extensions!!

Therefore, please do not request an extension on these or similar grounds. If your paper is late for other than "significant, unusual and unpredictable circumstances" (i.e., medical, personal or family crisis – appropriate documentation may be requested), it will need to be graded accordingly in order to be fair to other (equally busy) students in the class. (Apart from this little personality aberration, I am generally a nice guy!). You are advised to plan your assignments (and your life) accordingly.

If you need to get hold of me for something fairly brief, before/after class or in the hall are possibilities. Failing that you may want to make an appointment with me. If you have any course related concerns I would encourage you to talk with me directly about them as soon as possible.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar/2010-2011>.

## D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Value	Date Due
Critical Book Review	40%	October 20, 2010
Academic Paper	50%	November 17, 2010
Class Participation	10%	End of course
Total Grade	100%	End of course

Regular attendance in and punctuality for all classes is expected for all students.

Out of respect for your colleagues, please try to be on time for all classes.

Absence from more than 2 classes may result in the loss of credit.

## IV. COURSE OUTLINE

1. Introduction to course
2. Overview of the movements of the counseling process
3. The Encounter Movement
  - a. The Incarnational Model
  - b. The Narrative Format
  - c. The Persons in the Process
    - i. The Client as person
    - ii. The Counselor as person
4. The Engagement Movement
  - a. The "first session" assessment process
    - i. A conceptual map of the "first session" assessment process
5. The Enactment Movement
  - a. Establishing Therapeutic Goals
  - b. Developing The Therapeutic Plan
  - c. The REPLAN-SB system
6. The Disengagement Movement

TYNDALE SEMINARY

THE THERAPEUTIC RELATIONSHIP COUN 0676

Professor: Dr. Brian D. Cunningham

\_\_\_\_\_ Date

\_\_\_\_\_ Surname

\_\_\_\_\_ Given Name

Mail Box \_\_\_\_\_

Name of Assignment Due: \_\_\_\_\_

Due Date of Assignment: \_\_\_\_\_

Circumstances that Necessitate a Request for Extension:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student's Suggested New Due Date: \_\_\_\_\_

**NOTE: Any request for extension may not exceed four weeks from the scheduled due date of the assignment.**

\* \* \* \*

FOR OFFICE USE ONLY:

Extension Request: Granted \_\_\_\_\_ New Due Date \_\_\_\_\_

Denied \_\_\_\_\_