



TYNDALE

• SEMINARY •

Course Syllabus

Winter 2013

INTEGRATION OF SYSTEMS APPROACH TO COUNSELLING THEORIES

COUN 0675

TUESDAYS, 6:30 – 9:20 PM

INSTRUCTOR: DR. VINCENT POON, MD, DMin, PsyD, CCFP, FCFP, FABMP,

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To access your course material, please go to <http://www.mytyndale.ca>

I. COURSE DESCRIPTION:

This course provides a base from which students entering or currently engaged in counselling will be able to guide their own practice. A basic understanding of the systems theory is required. The development, philosophical assumptions, and clinical concepts of the major counselling theories are presented. Attempts to integrate these theories in a systems context will be discussed throughout the course. Students are encouraged to develop a reflective and critically interactive perspective with their Christian faith and ministry.

Pre-requisite: Counselling 0574 – Personality Theories, or equivalent (at the discretion of the professor).

II. LEARNING OUTCOMES:

At the end of this course, students will have acquired the following learning competencies:

Cognitive mastery:

- Basic issues in systems theory and counseling
- Major counselling theories
- Christian counselling theories and biblical counseling

- Interaction of the various theories with the Christian faith
- Integration of the systemic approach to various theories
- Application in pastoral and counseling/therapeutic relationships

Ministry skills:

- Able to assess the needs and problems of individuals, couples and family based on the different theories
- Able to formulate hypothesis of these problems, and a possible management plan based on specific counseling theories
- Able to use the systems perspective to interact with the particular counseling theory
- Able to apply the Christian perspectives to the case

Character and spiritual formation:

- Awareness of the Christian perspective in using the common counseling theories
- An evolving process of finding your own unique way of counseling people through learning, self reflection, and actually doing counseling

III. COURSE REQUIREMENTS:

A. Required Text:

Samuel T. Gladding. (2005). Counseling Theories: Essential Concepts and Applications. Upper Saddle River, New Jersey; Pearson Education. ISBN 013-113845-6

B. Assignments and grading:

There will be no final examinations in this course. However, each student has to fulfill the following requirements:

1. Class quizzes (35% of final grade)

Throughout the course, there will be several quizzes. These are multiple choice and short answer type questions. The purpose is to assess how much the students understand the materials of the text and the class materials.

Students who are unable to write the quiz will not be offered a second chance, unless there are extra-ordinary reasons. In this case, there will be a deduction of 20% of the mark for that quiz, and the quiz questions will be different.

2. Videotaping: Due 19 March 2013 (20% of final grade)

Each student will submit the following assignment:

The student is to select a 20 - 30 minute Video segment from any counseling session, and submit to the professor. These materials will be viewed and

discussed with the rest of the class in the last two sessions.

Extended due date - before class starts on 2 April 2013 (these will receive a 10% deduction. No videos will be accepted after this date).

During the video presentation, the student will give a brief introduction of the case; orientate the audience about the taped segment; and describe the reasons in choosing this particular segment. At the end of the viewing, the student will also share about things she/he has learned from this exercise.

3 Paper: Due 26 March 2013 (35% of final grade)

The student will write a paper relating to the videotaped counseling case (not just the videotaped session, but the whole case). It will include the following areas:

- Description of the client and problem (make sure the client signed the consent form for videotape) 5%
- Relevant literature dealing with this problem 15%
- Your counseling process and your own inner dynamics as you counsel 15%
- How did you formulate the problem? Summary of your systems approach 15%
- What theory or school of counselling did you employ, and why? And how did you go about executing it? 10%
- Why did you choose the particular interventions? 5%
- What is the outcome of your counseling in this case? 5%
- Your own reflection on this counseling process: 15%
 - What do you think are your strengths, and why?
 - What are your weaknesses?
 - What mistakes have you made in this counseling case?
 - How are you going to prevent similar mistakes in the future?
 - What have you learned?
- APA standard: 15%

In order to be fair to those students who submit the paper on time, late submission will receive a grade deduction in accordance to the Seminary's policy on Late Assignment and Extenuating circumstances. Please note that any assignments submitted one week after the last day of class for the course will be given a grade of 0.

The style and format of the paper shall follow ***The Publication Manual of the American Psychological Association*** (4th edition). [Copies of this manual may be obtained through the bookstore] or ***A Manual for Writers of Term Papers, Theses and Dissertations***, by Kate L. Turabian.

4. Class Participation (10% of final grade)

The rest of the course mark (10%) will be based on class participation. This includes attendance, participation in whole-class discussion, and in small group interaction.

C. General guidelines for the submission of written work:

Faithful attendance at classes is a vital component of the learning experience and demonstrates respect for faculty and students in the classroom. Three or more unexcused absences from the course will constitute grounds for failing the course. Excused absences usually involve sickness to the student or death and hospitalization of an immediate family member. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.

In case of late assignments and papers, the standard Seminary policy will apply: for each week late, there will be a reduction of the assigned grade by 1/3 grade (excluding Saturdays, Sundays and statutory holidays).

Students who are unable to complete assignments by the required date due to extenuating circumstances may be (not automatic) given permission by the professor to complete the assignment late without penalty. The extension may not exceed 1 week after the last day of class for the course. Any assignments submitted after the deadline will be given a grade of 0. Extenuating circumstances may be regarded as extended personal illness or injury, or death in the immediate family. Beyond this deadline, a student may petition the Registrar for an extension which can be granted on compassionate grounds only in truly exceptional circumstances such as a health emergency or family crisis.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

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 www.tyndale.ca/registrar/calendar/2010-2011.

D. Summary of Assignments and Grading

Evaluation is based upon the completion of the following assignments.

Class quizzes	35%
Videotaping	20%
Paper	35%
Class presentation	10%
Total grade	100%

IV. COURSE SCHEDULE, CONTENT AND READINGS:

A. Schedule:

- (1) Brief overview of syllabus, fundamentals
- (2) Systems approach; psychoanalytic approach
- (3) Biblical counseling, and Christian counseling
- (4) Quiz 1; Adlerian therapy
- (5) Person-centered therapy
- (6) Quiz 2; Gestalt theory; feminist theory
- (7) Quiz 3; Transactional theory; Cognitive behavioral therapy (behavioral, RET, cognitive)
- (8) Cognitive behavioral therapy (behavioral, RET, cognitive)
- (9) Quiz 4; Reality theory, brief theory
- (10) Submission of video tape for preview by Professor; Quiz 5; Emotionally focused therapy; Family theory
- (11) Submission of major paper; student video presentation and group discussion
- (12) Student video presentation and group discussion

B. Content:

The chapters are based on the text *Counseling Theories*, by Samuel T. Gladding.

1. Some of the fundamentals to counseling and the systems approach – and Chapter 1
2. Various counseling theories:
 - Psychoanalytic approach – Chapters 2, 3
 - Behavioral approach – Chapter 8
 - Existential humanistic approach – Chapter 4,
 - e.g. Person-centered therapy - Chapter 5
 - Gestalt therapy - Chapter 6

Transactional Analysis – Chapter 11

- Cognitive approach: Rational emotive therapy – Chapter 10
 - Cognitive therapy – Chapter 9
 - Cognitive-Behavioral Theories – Chapter 9
- Reality Therapy – Chapter 7
- Brief Therapy – Chapter 15
- 3. Biblical counseling, e.g. Jay Adams, Martin Bobgan
- 4. Christian counseling, e.g. Gary Collins, L. Crabb
- 5. Integration of systems approach to the various theories - as we discuss the different theories
- 6. Evaluation of the various theories
- 7. Videotape presentations and group discussion

Format:

When discussing the various theories, there will only be a brief overview of the theories, and the students are expected to study the theories in the textbook beforehand. Specific case examples will be presented, and students will have opportunities to interact with each other.

With each theory, the students are to study the text and make their own notes on the following topics:

- Key people
- Philosophy and basic assumptions
- Key concepts
- Therapeutic goals in therapy/counselling
- Therapeutic relationship between counselor/therapist and client
- Techniques and methods used
- Applications
- Strengths and weaknesses of the theory
- Christian critique of the particular theory
- How should one apply the systems approach to the particular theory:
 - e.g. What aspects are consistent with the systems approach?
 - Can one use the systems approach to refine the theory and if so, in what way?
 - How should a systemic therapist make use of this theory in his/her practice?

V. SELECTED BIBLIOGRAPHY

Systemic perspective:

Michael P. Nichols. (1987). The Self in the System: Expanding the Limits of Family Therapy. New York, NY: Brunner/Mazel.

Williams C. Nichols. (1996). Treating People in Families. New York: Guilford.

Fred P. Piercy, Douglas H. Sprenkle, Joseph L. Wetchler and associates. (1996). Family Therapy Sourcebook. (2nd Ed.). New York, NY: Guilford Press.

Michael P. Nichols. (2013). Family Therapy. (10th Ed.). Upper Saddle River, New Jersey: Pearson.

Linda Seligman & Lourie W. Reichenberg. (2010). Theories of Counseling and Psychotherapy. (3rd Ed.). Upper Saddle River, New Jersey: Pearson.

Gerald R. Weeks, Larry Hof (Eds.). (1994). The Marital-relationship Therapy Casebook. New York, NY.

Counseling and Christian counseling:

James Archer Jr. Christopher J. McCarthy. (2007). Theories of Counseling and Psychotherapy: Contemporary Applications. Upper Saddle River, New Jersey; Pearson Education.

Martin and Deidre Bobgan. (1985). How to Counsel from Scripture. Chicago, Illinois: Moody Press.

Arthur C. Bohart, Judith Todd. (1988). Foundations of Clinical and Counseling Psychology. New York, NY: Harper Collins.

Duncan Buchanan. (1985). The Counselling of Jesus. Downers Grove, Illinois: Inter Varsity Press.

Donald Capps. (1981). Biblical Approaches to Pastoral Counseling. Philadelphia, Pennsylvania: Westminster Press.

David Capuzzi & Douglas R. Gross. (Eds.) (2007). Counseling and Psychotherapy: theories and interventions. (4th ed.). Upper Saddle River, New Jersey: Prentice-Hall.

Gary R. Collins. (2007). Christian Counseling. (3rd Ed.) Nashville, TN: Thomas Nelson.

Gerald Corey. (2013). Theory and Practice of Counseling and Psychotherapy. (9th ed.). Belmont, CA: Brooks/Cole.

Samuel T. Gladding, & Kevin G. Alderson. (2012). Counselling. (Can. Ed.) Toronto, Ontario: Pearson.

William E. Hulme. (1981). Pastoral Care & Counseling. Minneapolis, Minnesota: Augsburg.

Eugene Kennedy, & Sara C. Charles. (1992). On becoming a Counselor. (revised ed.). New York, NY: Continuum Publishing Co.

Nancy L. Murdock. (2013). Theories of Counseling and Psychotherapy. (3rd Ed.) Upper Saddle River, New Jersey: Pearson.

Thomas C. Oden. (1989). Pastoral Counsel. New York, NY: Crossroad Publishing Company.

Richard S. Sharf. (2004). Theories of Psychotherapy & Counseling: Concepts and Cases. (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Siang-Yang Tan. (1991). Lay Counseling: Equipping Christians for a Helping Ministry. Grand Rapids, Michigan: Zondervan.

Siang-Yang Tan. (2011). Counseling and Psychotherapy. Grand Rapids, Michigan: Baker.

Robert J. Wicks, Richard D. Parsons, Donald E. Capps (Eds). (1993). Clinical Handbook of Pastoral Counseling, Vol. 1 Expanded edition. Mahwah, New Jersey: Integration Books, Paulist Press.

Robert J. Wicks, Richard D. Parsons (Eds). (1993). Clinical Handbook of Pastoral Counseling, Vol. 2. Mahwah, New Jersey: Integration Books, Paulist Press.

TYNDALE SEMINARY

Integration of Systems Approach to Counselling Theories – (COUN 0675)

Professor: Dr. Vincent Poon

STATEMENT OF PERMISSION TO RECORD

FOR PURPOSES OF

INSTRUCTION AND SUPERVISION

I/We, _____ hereby give my/our
permission for _____ to video tape my/our counseling
sessions for the purposes of instruction and supervision. I/we recognize that
confidentiality will be respected and that any and all tapes will be erased immediately
following their intended use.

Signature(s): _____

Date: _____

Integration of Systems Approach to Counselling Theories (COUN 0675)

Summary of Assignments and Grading

Name of Student

Mail box #

email address

Final Grade

Course requirements:

1. Quizzes: (35% of the course)

Marks for Quiz # 1

Quiz # 2

Quiz # 3

Quiz # 4

Quiz # 5

2. Video assignment: (20% of the course)

	Above Standard	Standard	Below Standard
Quality of the recording:			
Clarity of sound (30%)			
Clarity of picture (20%)			
Clarity of the non-verbal expressions of the people, including the counselor (20%)			
Content of the case presentation:			
Actual content of the recording (15%)			
Counselling process (15%)			

3. Paper: (35% of the course)

	<u>above standard</u>	<u>standard</u>	<u>below standard</u>
I. APA standard: (spelling, grammar, punctuation, sentence construction, margins, use of headings, print quality, title page, style of references, introduction, conclusion, creativity): 15%			
II. Paper content: (clarity and development of the case, interaction with relevant literature, and general academic quality): 85%; out of which: <ul style="list-style-type: none"> • description of the client and problem 5% • relevant literature 15% • your counseling process and your own inner dynamics as you counsel 15% • how did you formulate the problem? 5% • summary of your systemic approach 10% • what theory or school of counselling did you employ, and why? And how did you go about executing it? 10% • why did you choose the particular interventions? 5% • what is the outcome of your counseling in this case? 5% • your own reflection on this counseling process: 15% <ul style="list-style-type: none"> - What do you think are your strengths, and why? - What are your weaknesses? - What mistakes have you made in this counseling case? - How are you going to prevent similar mistakes in the future? - What have you learned? 			

Total for the paper:

4. Class participation: 10% of the course