



PCC 910 Counseling Theory Fall 2025

Fall 2025 | August 25-29, 2025(CDT) | In-Person | Location: TBA

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COURSE DESCRIPTION

This course is designed to provide an overview of major theories of counseling and psychotherapy for pastoral clinical responses in various contexts of ministry and therapy. Theories will be presented as conceptual frames by which pastoral clinical counselors can understand their clients (their care-seekers) more completely and deeply. Strategies and techniques from each theory will be presented to show how each methodology can be used to assist clients (care-seekers) in overcoming psychological and relational problems, developmental issues, ecological challenges, adjustment to disability, and reach their personal growth. The goal of this course is for students to gain a working knowledge of major counseling theories, including the central propositions, associated techniques, and applications.

COURSE LEARNING OUTCOMES

As a result of having taken this course, students will be able to:

- Identify a comprehensive understanding of foundational theories of counseling.
- Analyze strategies for personal and professional self-awareness and self-evaluation and implications for practice in counseling contexts.
- Apply an understanding of multicultural counseling and advocate for diverse populations by utilizing strategies and techniques within pastoral care and counseling theories.

Required Texts

- Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (11th ed.). Belmont, CA: Brooks/Cole Cengage Learning. ISBN: 978-0-357-76442-8
- Erford, B. (2019). *45 Techniques every counselor should know* (3rd ed.). New Jersey: Pearson Education Inc.

CONTACT INFORMATION

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If you email us, you can expect a reply from us in no more than 24 hours, except during weekends or holidays. If you haven't heard back from us, please feel free to resend your email. If you would like to schedule a meeting with us via Zoom, phone, or in-person, you can sign up for a 15-minute session through Moodle or by sending us an email.

ACADEMIC POLICIES

Academic Policies

All students are required to abide by the academic policies detailed in the [Academic Handbook for the current academic year](#). The following policies are of particular importance to the successful completion of one's coursework:

Writing

- **Academic integrity and plagiarism:** (See 2425 Handbook, 13, 69-75) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- **Writing and citations:** The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (2425 Handbook, 71)
- **Writing Support:** The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

Attendance and Class Participation

- **Inclusivity/Diversity:** The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed....All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 2425 Handbook, 10-11)
- **Attendance and lateness policies:** Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (2425 Handbook, 20-21)

- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all devices should be silenced during the whole of a class session.

Academic Accommodations

- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact the Director of Academic Support and Student Thriving (melanie.baffes@garrett.edu or 847-866-3869) to get started with the established accommodation process. If you are a continuing student who has already established accommodations with Student Access, you should receive a copy of your access letter at the start of the semester when it is emailed to the faculty member of each course you are enrolled in. Please contact your instructors prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student’s educational record, is confidential under FERPA regulations, so no one other than the access coordinator, Academic Affairs staff, and your professors will see your accommodation letter (2425 Handbook, 13).
- **Extensions:** For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (2425 Handbook, 21)

AI Policy

This course uses AI in the following ways:

Not Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
Generative AI help with <u>writing</u> (paraphrasing, summarizing, generating language for assignments)	Language translation Language assistance for non-native English speakers Editing, polishing, or revising paper drafts Proofreading Generative AI help with <u>papers</u> (generating topics, ideas, outlines, arguments)	Presentation design Citation generation Research Note-taking Generative AI help with <u>reading</u> (summarizing or outlining reading assignments)
You must consult the professor(s) for uses not mentioned above.		

To properly cite the use of AI in Chicago/Turabian style, access this link:
<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>.

Faculty members: Please populate the above three boxes (“not allowed,” “allowed with appropriate acknowledgment,” “allowed and no acknowledgment needed”) with the AI Tools below as best fits the requirements of your course.

AI Tools

- Generative AI help with papers (generating topics, ideas, outlines, arguments)
- Generative AI help with writing (paraphrasing, summarizing, generating language for assignments)
- Generative AI help with reading (summarizing or outlining reading assignments)
- Language translation
- Language assistance for non-native English speakers
- Editing, polishing, or revising paper drafts
- Proofreading
- Presentation design
- Citation generation
- Research
- Note-taking

A Note on Self-Care and Difficult Topics

- Theological education invites our whole selves into the classroom and often demands a challenging integration of our emotional, intellectual, and bodily histories. It is not uncommon for students to confront painful issues as they engage with this kind of education, whether in terms of sexual trauma, domestic violence, the effects of racism, and other difficult topics. Students are encouraged in this class to attend carefully to self-care around these issues and to note that while Garrett can suggest such care, neither the teaching team nor the school can provide therapeutic interventions or psychological counseling.

Proviso The instructor(s) reserve the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy. Changes to the syllabus will be announced in class.