



PCC 910 Counseling Theory Fall 2024

Fall 2024 | August 12-16, 2024 (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

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

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 20-21 Handbook, 12, 76-82) Instructors 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.
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/studentlife/studentservices> "Writing Center" for more detailed information.

Assignments & Submissions

- Assignments should be completed, on deadline, and as assigned, for a student to pass the course. If you have a concern about completing a specific assignment or meeting a submission deadline for whatever reason, you should contact the instructor teaching team as soon as possible to discuss the alternatives.
- All written assignments must be written using Microsoft Word and submitted to Moodle. They should:
 - Be typed and double spaced.
 - Use 12-point Times New Roman font and 1-inch margins.
 - Use in-text citations instead of footnotes or endnotes.
 - Have a separate bibliography.
 - Proofread for spelling and grammar errors.

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 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 20-21 Handbook, 9)

- 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. (20-21 Handbook, 20)
- Students may be allowed to access the laptop or iPad, but cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Garrett's Accessibility, Special Needs, and Disabilities policy and process is set out in the Academic Handbook (20-21 Handbook, 12) and the Academic Accommodations section on <https://www.garrett.edu/student-life/student-services>.
- 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 Student Access (email: student.access@garrett.edu / phone: 847-467-5530) to move forward with the established accommodation process. If you already have established accommodations with Student Access, please contact the instructor 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.
- 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 (20- 21 Handbook, 20).

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.

Course Assignments

Class assignments and readings will be due on the dates listed to ensure full participation in class sessions. Any exceptions must be negotiated by the student with the instructor. The instructor reserves the right to make adjustments to the syllabus during the semester in order to respond to emerging issues and student interests.

All major assignments must be completed in order to pass this course.

Class Participation (20 points) will be evaluated based on two components:

- *Attendance and engagements* Students are to read the assigned weekly chapter by the due date. In class, their comments provide accurate use of reading material assigned. Students' participation is based on an openness to reflect critically on the implications and ideas discussed in the readings and lectures. Additionally, students are expected to actively participate in class discussions and activities. Students will receive **two points** for each class that they attend. Also, you will get **one point** for each class that you participate in. If a student needs to miss a class, they are asked to inform the instructor prior to the start of class. If a class period is missed, students can choose to complete a make-up assignment in order to receive participation credit for that day. Additionally, students are expected to obtain any missed content from peers if they need to miss all or part of a class. .

Personal Theory Paper (5 points each – 20 points total)

- Students will need to keep a journal during this class. The purpose of this assignment is to assist them in increasing their self-knowledge and awareness with critical analysis. In order to help others, pastoral counselors must have a deep, sophisticated and comprehensive level of self-understanding and reflection. There is a strong correlation between self-awareness and success in the clinical aspects of our program (and the quality of your counseling).
- This assignment is designed to support students in taking the first step towards identifying a guiding theory of counseling. The content is expected to be reflective in nature (first-person, no citations).
- You will write one page reflection papers and submit your journal after class on Aug. 21, 22, 23, 24 by 11:59 pm.
- This course and the journal help students grow and develop, so that they can be the type of professional counselor most able to help others. After reading each chapter and watching the lectures, students will reflect on what they have learned about themselves using at least 8 theories over the intensive course.
- Student journals will be evaluated based upon their ability to use theoretical concepts thoughtfully and honestly from the class to deepen their self-understanding. Students are not required to disclose personal information they find embarrassing or too difficult to discuss. However, students do need to demonstrate an openness to understanding their own issues, and an ability to recognize and deal with complex human experiences, feelings and behaviors. Please note that I am not interested in student's opinions about

the theory but rather what they learned about themselves. *Full assignment instructions and rubrics will be posted on Moodle.*

Creative Theory Project Presentation (30 points)

- Students will be assigned to small groups to complete conceptual theory presentations. Groups will select a movie character to conceptualize through the lens of their assigned theory. Groups may select from a pre-approved list of movies or submit their own proposed movie for instructor approval. Students will offer their presentations and will submit their presentation recordings and materials (PowerPoint) for review. *Full assignment instructions and rubrics will be posted on Moodle.*

Theory Final Exam (30 points):

- The final exam will consist of multiple choice, matching, and short answer questions focused on the lecture and reading materials covered during the course. Students can best prepare for the exam by reviewing the required readings as well as course lectures and class discussions.

Criteria for Evaluation

Your grade will be determined by the following criteria:

Class Participation (20 points)	20 %	A	94-100	C+	79.99-77
Personal Theory Reflection Paper (20 points)	20%	A-	93.99-90	C	76.99-73
Presentation (30 points)	30%	B+	89.99-87	C-	72.99-70
Theory Final Exam (30 points)	30%	B	86.99-83	D+	69.99-67
		B-	82.99-80	D	66.99-60
Total Points. (100 points)	100%	Pass	60-100	Fail	59.99-0.00

Class Schedule

	Date	Topic	Reading
Intensive I	Aug. 12	Introductions and Course Orientation	Read: Syllabus
		Multicultural Issues Case Conceptualization	Chapters 1, 2
		Integration of Theories	Chapter 15 -16
Intensive II	Aug. 13	Psychoanalytic (Psychodynamic) Therapy	Chapter 4
		Adlerian Therapy	Chapter 5
		Existential Therapy	Chapter 6
Intensive III	Aug. 14	Person-Centered Therapy	Chapter 7
		Gestalt Therapy	Chapter 8
		Behavior Therapy	Chapter 9
		Cognitive Behavior Therapy	Chapter 10
Intensive IV	Aug. 15	Choice Theory/Reality Therapy	Chapter 11
		Feminist Therapy/Social Justice	Chapter 12
		Solution Focused Brief Therapy	Chapter 13
Intensive V	Aug. 16	Narrative Therapy	Chapter 13
		Transactional analysis	Chapter 17
		Celebration	

RECOMMENDED READINGS

Comas-Diaz, L. (2015). Multicultural Therapy. In *Encyclopedia of Mental Health* (pp. 163–168)

Dattilio, F. (2005). THE RESTRUCTURING OF FAMILY SCHEMAS: A COGNITIVE–BEHAVIOR PERSPECTIVE. *Journal of Marital and Family Therapy*, 31(1), 15–30.

<https://doi.org/10.1111/j.1752-0606.2005.tb01540.x>

Hayes, S. (2016). Acceptance and Commitment Therapy, Relational Frame Theory, and the Third Wave of Behavioral and Cognitive Therapies – Republished Article. *Behavior Therapy*, 47(6), 869–885. <https://doi.org/10.1016/j.beth.2016.11.006>

Leahy, R. (2008). The Therapeutic Relationship in Cognitive-Behavioral Therapy. *Behavioural and Cognitive Psychotherapy*, 36(6), 769–777. <https://doi.org/10.1017/S1352465808004852>

Marmarosh, C. L. (2017). Fostering engagement during termination: Applying attachment theory and research. *Psychotherapy*, 54(1), 4.

Neacsiu, W. (2012). Emerging Approaches to Counseling Intervention: Dialectical Behavior Therapy. *The Counseling Psychologist*, 40(7), 1003–1032.

<https://doi.org/10.1177/0011000011421023>

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2004). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques*. Hoboken, NJ: Wiley.

Sue, D. W., Ivey, A., & Pederson, P. (1996). *Multicultural counseling and therapy*. Pacific Grove, CA: Brooks/Cole.

Tummala-Narra, P. (2013). Psychoanalytic applications in a diverse society. *Psychoanalytic Psychology*, 30(3), 471–487. <https://doi.org/10.1037/a0031375>

Vidair, F. (2017). Termination in Cognitive-Behavioral Therapy With Children, Adolescents, and Parents. *Psychotherapy (Chicago, Ill.)*, 54(1), 15–21. <https://doi.org/10.1037/pst0000086>