



COU 560 Counseling Theories

Cohort 21 // Spring 2022

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Office Hours: M, W & F // Zoom by appointment; before and after class time on Thursdays

Location: Travis Lovitt 112 **Date/Time:** Thursdays 6-9 p.m., January 13-March 3, 2022

THE MISSION OF MULTNOMAH UNIVERSITY

“To educate, equip, and enrich Christian students through accessible undergraduate and graduate education to become biblically competent, academically proficient, spiritually formed, and culturally engaged servant leaders, shaped to be a transforming force for their church, community, and the world.”

MASTER OF ARTS IN COUNSELING MISSION

The Masters of Arts in Counseling (MAC) program strives to create a Christ-centered community where students can excel as professional counselors. To achieve this, we infuse the following core values throughout the program:

Spiritual integration

Healing presence

Advocacy & diversity

Professional identity

Educational excellence

GENERAL COURSE DESCRIPTION

This course will explore both early and contemporary theories and techniques of psychotherapy and counseling modalities, including the originators of each theory as well as basic ideas and treatment approaches of each. Students will learn the process of developing the therapeutic relationship and how it varies within the different modalities. Students will also be introduced to Christian approaches in counseling theory, and the task of integrating these theories with a biblical worldview and understanding of humanity. Emphasis is placed on critical thinking, integrative thought from a biblical worldview perspective, and connecting theory to practical application. For more information: [MAC Course Catalogue](#)

COMMITMENT TO DIVERSITY

Multnomah University's Graduate School of Counseling is committed to treat all people with love, respect, dignity, and fairness with the desire to be a program where all students flourish, possessing equal opportunity for success. We acknowledge and honor the uniqueness of each person regardless of evangelical background, race, ethnicity, nationality, sexual orientation, socioeconomic status, ability or gender. For more information: [Multnomah University Diversity Mission Statement](#)

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CONFIDENTIALITY

While staff and faculty in the MAC program desire to support students in their ongoing development, they cannot ensure confidentiality of student material or conversations-- whether via class sessions, class assignments or conversations outside of the classroom. Material that is deemed as related to professional development may need to be shared with the MAC Director or others in consideration of the student's ongoing process of development. In addition, material that is related to discrimination, sexual assault, child abuse, elder abuse, disabled person abuse or mental health abuse (present or past, if the victim is still a minor or other children may be at risk) may be reported to appropriate institutional or community authorities. Please see Multnomah University's Title IX information in the Student Handbook and Oregon's Revised Statute 419B.005 Reporting of Child Abuse for more information. For more information: [Title IX Notebook of Policies and Procedures](#)

COURSE TEXTBOOK AND MATERIALS

Jones-Smith, E. (2020). *Theories of counseling and psychotherapy: An integrative approach* (3rd ed.). Sage Publications.

Integration articles posted in MU Learn/Canvas.

COURSE OBJECTIVES, STANDARDS AND OUTCOMES

	COURSE OBJECTIVES It is intended that as a result of this course the student will be able to:	LEARNING ACTIVITY	STANDARDS & OUTCOMES
1	Demonstrate knowledge of theories and models of counseling, including an awareness of models of multicultural counseling	Readings, discussion board posts, lecture, role-plays, quizzes, counseling model assignment, final integration paper	CACREP: 2F5a, 2F5b and 5C1b MAC: S1 and A1
2	Demonstrate an understanding of and skill in using a systems approach to conceptualizing clients	Lecture, discussion board posts, lecture, role-plays, vignettes	CACREP: 2F5b MAC: A1 and E1
3	Demonstrate knowledge of evidence-based counseling strategies and techniques for prevention and intervention	Readings, discussion board posts, lecture, quizzes, counseling model assignment	CACREP: 2F8b MAC: H1, H2, E3
4	Develop the use of a reflective use of self in understanding the therapeutic process and ethical therapeutic relationships	Readings, discussion board posts, role-plays, final integration paper	CACREP: 2F5n MAC: E2 and P2
5	Synthesize and describe a personal model of and approach to counseling	Discussion board posts, role-plays, counseling model assignment,	CACREP: 2F5n MAC: S1 and E2

TEACHING METHODS

Although the academic material will be structured through the course readings, this is a hands-on experiential course focusing on clinical theories and techniques of counseling. Classroom learning will be a mixture of didactic presentations, class discussion, small group work, case vignettes, experientials and presentations.

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CLASS POLICIES

Professionalism - Student Professional Disposition is assessed after each course and in the mid-program evaluation. All students receive feedback after the mid-program evaluation (i.e., end of the third semester). They will also receive feedback earlier or later if there are significant issues that need to be addressed outside of this window.

- Factors considered in **Professional Disposition** include but are not limited to student ability and demonstration of being positive, responsible, open and approachable, flexible, emotionally grounded, spiritually minded, self-aware, integrous, oriented towards the profession, non-defensive, articulate and loving. For more information: [MAC Handbook](#)
- Students may lose class participation points if they are not showing expected professionalism during class.

Attendance - Students are expected to attend all 8 weeks of instruction as in accordance with the MAC attendance policy. Students are expected to be in class on time. Excessive absence and tardiness are unprofessional. Please contact the instructor via email if there are conflicts with arriving on time or attendance. Points will be deducted. Students cannot miss more than 15% of class. Any time beyond 15%, including tardiness, may result in automatic failure of the course.

- If a student is absent, they are responsible for knowing the material and for turning in any assignments for that day. MAC recommends that students exchange phone numbers and emails with several classmates so they can move forward successfully. They are also encouraged to reach out to professors before absences (or as soon as possible after if they are unexpected), with questions and any class-related needs.

Class Credit	Hours of Class Time (approximately)	15% of class (approximately)
1	9 hours	1 hours
2	15 hours	2 hours
3	24 hours	3 hours

Class Participation - Active participation is critical to student learning. Each student is expected to share reactions and thoughts. Active participation can include the following:

- Attempts to answer questions asked of the class (answers need not be correct; genuine and serious attempts to answer questions is encouraged);
- Asks thoughtful questions about the material being discussed;
- Shares with the class/small group and instructor relevant information found outside of class;
- Contributes positively to the class discussion and small group activity.

The Personal Challenge - MAC courses do not solely require the use of the “intellect.” Student are challenged to learn in both the “cognitive” (thinking) and “affective” (feeling) domains – each being central to how humans make meaning in the world. Students may struggle to let go of the need to impose their views, to tell their “truths,” to direct others, and to attempt to quickly solve problems. Students are also encouraged to seek a balance between listening and speaking in class, which may necessitate some to practice being more vocal and explicitly engaged, while others may need to practice pausing before speaking. Skills all students will be developing are patience, intensive listening, and the ability to respond to ongoing demands of experiences in graduate school and outside life in a manner that is professional and leads towards flexibility and self-regulation. Mature and professional conduct is expected at all times. The hope is for all students to

have a greater empathic interest in others' experiences while honoring the clinical relationship and Christ's love, grace and hope.

Assignment Expectations - All readings/ media are expected to be completed prior to class meetings, unless otherwise stated by your instructor. Initial discussion posts are typically due 72 hours after class (i.e., Friday night for Tuesday cohorts and Sunday night for Thursday cohorts); additional posts and assignments are typically due by 5pm before specified class times. All assignments should be submitted to MU Learn, unless your professor outlines alternative arrangements in the Course Assignments section due to the nature of the assignment (e.g., creative assignment, confidential content).

- **Late Assignments** - The completion of assignments in a timely manner is a professional skill; therefore it is in student's best interest to stay up to date with their work. Discussion forums and quizzes must be submitted on-time, unless worked out in advance with the professor. Papers, creative projects, and other assignments will be accepted up to 48 hours late, with a 10% grade deduction per day for the first two days. After two days, the assignment will not be accepted for grading unless arranged in advance with the professor.
- **Extensions** - are only given in extenuating circumstances and in advance of the due date (e.g., extended illness, accident, or family emergency).

Technology - Any device that whistles, rings, trembles or dings should be silenced. If a student is expecting a call that will cause them to leave class, they are responsible for informing the instructor at the beginning of class. The use of technology is permitted as long as it pertains to the discussion at hand (i.e., social media can wait). Points will be deducted for the use of technology that does not pertain to the course, including texting.

The **use of technologies for audio and video recording of lectures and other classroom activities** is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments.

Online Class Note - Please make sure you have a device with an appropriate internet connection for an online meeting as well as a private space. Headphones are also extremely helpful in reducing background noise in this type of meeting. Also, please keep in mind that professionalism is still expected in the online environment; although it may be tempting to be more "relaxed" when meeting virtually from home, it is not appropriate to come to class in your bed or pajamas or with your cat on your lap (as examples). In general, try to observe the same standards you would in the classroom. Lastly, keep in mind that it is also easy to get distracted when attending class virtually; it is up to you to create a space where you can reduce distractions and be fully engaged in class.

APA Standards - Students are expected to meet APA requirements. Students may ask the instructor if there are specific requirements or questions for assignment formatting. Writing help and academic support is available through the Academic Support Center on the second-floor of the JCA.

- APA Format Online Assistance:
 - [APA formatting \(General\)](#) and [APA formatting \(Video\)](#)

Plagiarism - Plagiarism is the use of someone else's work, words, or ideas as if they were your own. Students will not claim the words and ideas of another as their own (APA Ethics Code Standard 8.11, Plagiarism). Any form of plagiarism will result in an automatic F. For more information: [APA Ethical Principles of Psychologists and Code of Conduct](#)

OTHER RESOURCES

Disabilities Services - Any student who has a disability that may reduce her/ his ability to be successful in the classroom is encouraged to speak with the office of Disabilities Services. Review of their website will provide more information and offer instruction about how to initiate resources. For more information and details: [Disability Services](#) or call 503.251.5311

Mitchell Library - Via Primo, current students, faculty and staff can search the 95,000-volume MU collection, 500,000+ additional volumes through partner libraries, and digital content available via numerous research databases. For more information and details: [Library](#), [Primo](#) or call 503.251.5322

Academic Advisors - Each MAC student is assigned a Faculty advisor. Students are encouraged to schedule a meeting with their advisor regarding program questions, support, prayer and any life circumstance that may impact academic or clinical performance. For more information and details: [MAC Faculty and Staff](#) and [MAC Handbook](#)

COURSE ASSIGNMENTS

1. Attendance & Participation.

240 Points (80/160 each)

Attendance: 10 points/class for a total of 80 possible points

Active Participation: 20 points/class for a total of 160 possible points (including breakout discussion, role-plays, etc.)

Students are asked to come to class on-time and be fully present and engaged, offering reflective, insightful, and/or thought-provoking comments/questions that contribute to the richness of the discussions. Students will often be asked to participate in a number of in-class activities and are expected to demonstrate professionalism and engagement.

2. 2Cs Discussion Board Reflections.

160 Points (40 x 4)

During weeks 1, 3, 5 and 7 students will participate in discussion board posts. For each week assigned, select one of the theories covered so far in lecture and readings (see appendix) and write a discussion board composed of two *paragraphs* – 1 paragraph will outline what you found most *compelling* about the theory, and the second paragraph will answer what you found most *challenging* about that particular theory. Please note that it is important that you limit your response to 2 paragraphs per theory and 300 words total; this is good practice in synthesizing your response and highlighting the most prominent and important factors.

Students are asked to create their own post to each question as well as reply to at least two peers. *Original posts should be posted within 72 hours (i.e., 3 days) of class replies can be completed by the usual deadline of 5pm before the next class.*

Day of Class	Initial Discussion Forum Post Deadline	Peer Response Deadline
Tuesday Evening	Friday by 11:59 p.m.	Tuesday by 5:00 p.m.
Thursday Evening	Sunday by 11:59 p.m.	Thursday by 5:00 p.m.

All posts are expected to be substantive and demonstrate engagement with the course materials (e.g., reading, lectures, videos, etc.). Substantive, original posts are often between 200-300 words. They are well-written, responsive to the questions asked, engaging with course material (and possibly external sources), and thoughtful. Substantive replies to peers typically include thoughts, questions, examples, or resources that add insight or take the conversation to new places; they are often at least 3-4 sentences and include more than simply “I like what you said” or “I agree.”

Formatting: While students do not need to use thorough APA formatting, they should continue to cite sources when the ideas are not their own.

Submission Guidelines: The discussion forums will be posted directly into MU Learn.

3. Theories Multiple Choice Quizzes.

120 Points (40 x 3)

We will have three, 20 question, multiple choice quizzes covering theory material from the Jones-Smith text. These quizzes will be taken online (through MU Learn) following weeks 2, 4 and 6 of class. You will need to complete the quiz by the Sunday following each of these course weeks before 11:59 p.m. Each question will be worth 2 points for a total of 40 points. These will be open book quizzes with a 40 minute, one attempt limit.

5. Counseling Model Presentation.

160 Points

Directions: This will be an individual, verbal presentation in which you will develop and present some aspect of a personal plan/model for counseling, integrating ideas and interventions from the many theories presented. The emphasis will be on creativity, personal connection and helpfulness. You will present your own personal model of counseling. Highlight the most important skills of counseling from your perspective. Try to do this in a creative and memorable way.

For example, I could present the “LeFeber Garden Model.” The soil represents the context of therapy that I hope to provide. There should be sufficient nutrients (reflective listening and challenging), water (empathy, summarizing, and encouragement), sunlight (spiritual influence), and shade (personal responsibility of the client). The seed is the image of self present in the person that has yet to grow. My role as gardener is to...etc. *I will share examples of this both in class and on MU Learn.*

Submission Guidelines: This will be a 5-7 minute presentation that will be done during the class period Week 7 / February 24th. You do not need to submit any hard copies or materials but are welcome to as you see fit.

6. Final Integration Paper.

320 Points

This will be a final paper integrating the following four components:

- First, you must choose a topic or issue important in the world of mental health. Define and outline what the topic is and use references to validate its relevance to the field. For instance, perhaps you choose the topic of depression and anxiety in teenagers.
- Second, you will choose a counseling theory to use when addressing the above issue. First, introduce the reader to the theory – including its history/roots, a definition of the theory and key concepts in the theory, and a description of key interventions or tools within the theory. With the above example, I might choose to use Motivational Interviewing – defining and describing the theory.
- Thirdly, you will talk about specifically how you might use the theory to address the issue defined in section one. Include at least two studies have been conducted to validate the use of the theory, and the theory’s efficacy with the defined issue if possible.
- Lastly, describe how you would integrate spirituality with the above. What does the Bible say about the issue you defined in section one? How does your theory of choice connect with or contradict a Biblical worldview, and what might be the considerations for using this specific theory base with Christian clients?

Formatting: The assignment should be 6-8 double-spaced pages long (1-2 pages for each of the four sections) utilizing a professional voice/clinical language and APA 7th Edition formatting. There is a minimum requirement of four scholarly references, one which may be the course text. Of the four references, at least one must come from an author with a very different identity or worldview from your own (we’ll discuss this in class). All references should be cited within the body of the paper. The paper needs a title page, paper body, and reference page (an abstract is not required).

Submission Guidelines: This paper will be submitted to the MU Learn Course page by 11:59 PM on Sunday, March 6, 2022. Late assignments will lose 10% of total possible points each day for the first three days, after which the paper will no longer be accepted.

SUMMARY OF ASSIGNMENTS

Assignment	Objectives and CACREP Standard(s) Demonstrated	Due Date(s)	Point Value
2Cs DB Posts	1, 2 & 3	Initial posts due 1.16.22, 1.30.22, 2.13.22 and 2.27.22	160 points (40 points each)
Multiple Choice Quizzes	1, 3 & 5	1.23.22, 2.06.22, and 2.20.22	120 points (40 points each)
Counseling Model Presentation	3 & 5	2.24.22	160 Points
Final Paper	1, 2, 3, 4 & 5	3.06.22	320 Points
Attendance & Participation	1, 2, 3, 4 & 5	Weekly	240 points

GRADING PROCEDURES

Grades for written work are typically based on completeness and accuracy of assigned work, scholarship, grammar, spelling, appearance, adherence to the use of APA formatting, and promptness. Grades are typically posted through Blackboard. Students are encouraged to check their grades regularly and contact the professor promptly with questions.

GRADING SCALE AND RUBRIC

Letter Grade	Percentage	Points	Rubric
A	93% to 100%	930 - 1000	Student work, professionalism and competency exceeds most or all expectations. Shows creative thought, synthesis of concepts, reflection, deep understanding of the concepts and/or process. Student articulates concepts and communicates ideas thoughtfully and clearly.
A-	90% to 92%	900 - 929	
B+	87% to 89%	870 - 899	Student work, professionalism and competency meets expectations. The work completed shows evidence of some creative thought and reflection. Student adequately addresses every component of the task(s), and provides sufficient depth and reflection.
B	83% to 86%	830 - 869	
B-	80% to 82%	800 - 829	Student work, professionalism and competency occasionally meet expectations. Student work does not address all components of the task(s) and/or provides insufficient depth and reflection. Student will have a required meeting with course instructor and/or Academic Advisor.
C+	77% to 79%	770 - 799	Student work, professionalism and competency are below expectations. Remediation plan is assigned. Student will have a required meeting with course instructor and/or Academic Advisor as well as an individualized remediation plan to ensure competency in the course material.
C	73% to 76%	730 - 769	
C-	70% to 72%	700 - 729	

*A grade in the D or F range will result in a meeting with the student's advisor as well as the student retaking the class at their own expense.

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COURSE SCHEDULE

	Reading (have done <i>before</i> class)	Assignments Due	Content
Session 1 January 13	Jones-Smith ch. 1-3 Integration Examples	2Cs discussion board; original post by 1.16 and responses by 1.20	Introductions, Syllabus Review, Theories, Psychoanalytic
Session 2 January 20	Jones-Smith ch. 4-6 Integration Examples	Multiple Choice Quiz #1 by 1.23	Psychodynamic, Adlerian
Session 3 January 27	Jones-Smith ch. 7-8 Integration Examples	2Cs discussion board; original post by 1.30 and responses by 2.03	Behaviorism, CBT, Reality-Choice
Session 4 February 3	Jones-Smith ch. 9-11 Integration Examples	Multiple Choice Quiz #2 by 2.06	Person-Centered, Existentialism
Session 5 February 10	Jones-Smith ch. 12-14	2Cs discussion board; original post by 2.13 and responses by 2.17	Gestalt, Expressive, Motivational Interviewing
Session 6 February 17	Jones-Smith ch. 16-18	Multiple Choice Quiz #3 by 2.20	Multi/TransCultural, Feminist, Solution-Focused,
Session 7 February 24	Jones-Smith ch. 19-20	2Cs discussion board; original post by 2.27 and responses by 3.03 Counseling Model Presentations	Counseling Model Presentations Narrative, Strengths-Based, Family Systems
Session 8 March 3	None	Final Papers due on Sunday, 3.06	Neuroscience Integration Example Presentation Course Endings

The Instructor reserves the right to make changes to the course schedule or content. If changes are to take place, students will be alerted.

APPENDIX A: 2Cs Discussion Board Post Topics

- Week 1 – Psychoanalytic, Psychodynamic, Adlerian (choose one)
- Week 3 – Behaviorism, CBT, DBT (choose one)
- Week 5 – Person-Centered, Existential, Gestalt, Motivational Interviewing (choose one)
- Week 7 – Expressive, Multicultural, Feminist, Solution-Focused (choose one)

APPENDIX B: List of Related TED Talks

- Richard J. Berry – *A Practical Way to Help the Homeless Find Work and Safety*
- Angela Lee Duckworth – *Grit: The Power of Passion and Perseverance*
- Susan Cain – *The Power of Introverts*
- Olympia Della Flora – *Creative Ways to Get Kids to Thrive in Schools*
- Carol Dweck – *The Power of Believing that You Can Improve*
- Sara Lazar – *How Meditation Can Reshape Our Brains* (Ted X Cambridge, on YouTube)
- Martin Seligman – *The New Era of Positive Psychology*
- Andrew Solomon – *How the Worst Moments in Our Lives Make Us Who We are*

APPENDIX C: Additional Book Resources

Capuzzi, D., & Stauffer, M.D. (Eds.). (2016). *Counseling and psychotherapy theories and interventions* (6th Ed.).

American Counseling Association.

Erickson, M. J. (2013). *Christian theology*, 3rded. Grand Rapids, MI: Baker Academic.

Jones, S.L., & Butman, R.E. (2012). *Modern psychotherapies: A comprehensive Christian appraisal*. InterVarsity Press.

Knabb, J.J. (2016). *Faith-based ACT for Christian clients: An integrative treatment approach*. Routledge.

Tan, S. (2011). *Counseling and psychotherapy: A Christian perspective*. Baker Academic.

Wedding, D. & Corsini, R.J. (2019). *Current Psychotherapies* (11th Ed.). Cengage Learning, Inc.

Worthington, E.L., Johnson, E.L., Hook, J.N., & Aten, J.D. (Eds.). (2013). *Evidence-based practices for Christian counseling and Psychotherapy*. InterVarsity Press: IVP Academic.