PSYC 371

Theories of Counseling and Psychotherapy

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 6
I believe this course should be taken with ONE other course within an 8-week format.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 8
Compared to other courses, the reading is much higher. This course relies 50% of the overall grade on tests coming from the book and PowerPoints (ppt).

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 5
This course contains 21 online, non-narrated ppt lectures averaging 30-45 minutes in length. Guided study notes (blanks for the student to fill in as they go along) are provided for every ppt lecture.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 9
This course contains five online multiple-choice exams. This course is rated harder in demand with regard to exam difficulty.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

Level of demand = 7
This course contains five online, graded discussion boards (DB). There are time-sensitive requirements for each discussion board (meaning, the student must make an original post AND respond to a minimum of two other students) but the requirements are clearly stated and defined.
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 6
This course contains one large written paper. Most students enjoy the final paper because it gives them a place to collate their thoughts, motives, desires, and goals. It is graded strictly along APA lines and rules, except it is an opinion and personal reflection paper rather than a true research paper. Clear guidelines and expectations are given, as well as a grading rubric that is to accompany the paper for grading.

Additional comments:

Overall, the comments from students have been very positive. There is a good balance between tests and paper and discussion boards for grading purposes. I have rated it an average difficulty of about 6.8 because of the amount of reading, tests, discussion boards, and final paper.

Most of the students have enjoyed the discussion boards because they talk and connect with other students, even though every graded DB was time-sensitive on specific topics. The comments about the final paper have mostly been positive, enjoying that they were asked to reflect on their past as well as what populations they felt comfortable with (as well as those they did not), counseling theories that they connected with, and basic requirements of counseling sessions.

I have had a little problem with the tests because even though the majority were taken from the publisher’s test bank, some answers were wrong, and did not match what the book itself said. A lot of time has gone into trying to fix those questions.

I do have future plans to expand the last section with several new theories that are being used and are important for the students to know more about (Motivational Interviewing, Dialectical Behavior Therapy, etc.).

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# PSYC 371 Course Chart

- **Textbooks:**

<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>%</th>
<th>DB</th>
</tr>
</thead>
</table>
| 1 | Lesson 1: Ch. 2; Ppt/Student Notes  
Lesson 2: Ch. 3 (stop at “right of informed consent”); Ppt/Notes  
Lesson 3: Ch. 3 (finish chapter); Ppt/Notes  
Lesson 4: Ppt/Notes | Class Introductions DB  
Student Manual Work  
Exam 1 | 0 | 0 |
| 2 | Lesson 5: Ch. 4 (stop at “Anxiety”); Ppt/Notes  
Lesson 6: Ch. 4 (stop at “Jung’s Perspective”); Ppt/Notes  
Lesson 7: Ch. 4 (stop at “Trends”); Ppt/Notes  
Lesson 8: Ch. 4 (finish chapter); Ppt/Notes  
Lesson 9: Ch. 5 (stop at “Birth Order”); Ppt/Notes  
Lesson 10: Ch. 5 (finish chapter); Ppt/Notes | DB Forum 1  
Student Manual Work  
Exam 2 | 4 | 0 |
| 3 | Lesson 11: Ch. 6; Ppt/Notes  
Lesson 12: Ch. 7; Ppt/Notes  
Lesson 13: Ch. 8; Ppt/Notes | DB Forum 2  
Student Manual Work  
Exam 3 | 4 | 0 |
| 4 | Lesson 14: Ch. 9; Ppt/Notes  
Lesson 15: Ch. 10 (stop at “Aaron Beck”); Ppt/Notes  
Lesson 16: Ch. 10 (finish chapter); Ppt/Notes  
Lesson 17: Ch. 11; Ppt/Notes | DB Forum 3  
Student Manual Work  
Exam 4 | 4 | 0 |
| 5 | Lesson 18: Ch. 12; Ppt/Notes  
Lesson 19: Ch. 13; Ppt/Notes  
Lesson 20: Ch. 14; Ppt/Notes  
Lesson 21: Various Scripture passages; Ppt/Notes  
Lesson 22: Various Scripture passages; Ppt/Notes | DB Forum 4  
Student Manual Work  
Exam 5 | 4 | 0 |
| 6 | Lesson 23: Ppt/Notes | DB Forum 5 | 4 | |
| 7 | No reading required | Course Paper | 30 | |
| 8 | No reading required | Saying Goodbye DB | 0 | |

**TOTAL 100**

DB = Discussion Board  
Ppt = PowerPoint
COURSE SYLLABUS

COLLEGE OF ARTS AND SCIENCES
PSYCHOLOGY DEPARTMENT

PSYC 371
THEORIES OF COUNSELING AND PSYCHOTHERAPY

COURSE DESCRIPTION
The principal current theoretical approaches to counseling and psychotherapy are represented and evaluated. Exploration of techniques and methods in group and individual counseling.

RATIONALE
It is the purpose of this course to aid the student in developing a personal eclectic approach to counseling and psychotherapy. This will be accomplished by studying the origin, history, and nature of the various movements that have occurred within the fields of counseling and psychotherapy and by surveying current, highly regarded Christian and secular theories to identify the features of each that are best suited for inclusion in the student’s own personal model of counseling.

I. PREREQUISITES
PSYC 101; PSYC 341

II. REQUIRED RESOURCE PURCHASE

III. ADDITIONAL MATERIALS FOR LEARNING
   A. Computer with Internet access (broadband recommended)
   B. Microsoft Word and PowerPoint
      (Microsoft Office is available at a special discount to LU students.)
   C. Notebook
   D. Library resources

IV. COURSE OBJECTIVES
   Upon successful completion of this course, the student will:
   A. Be made aware of the preparation necessary for entry into a counseling
      position.
   B. Become knowledgeable about the definition of a theory.
   C. Become aware of how counseling and psychotherapy are related to
      psychology.
   D. Become aware of how theology and philosophy provide a theory of
      counseling and psychotherapy with its essential ingredients.
   E. Be introduced to the major thinkers who have influenced the development
      of counseling and psychotherapeutic theory.
   F. Become acquainted with the concepts of systematic eclecticism and
      integration.
   G. Be introduced to the key presuppositions that underlie the various theories
      of counseling and psychotherapy.
   H. Be introduced to the key ingredients of the counseling team and process:
      Christ, the circumstances, the counselee, the counselor, the conversation,
      and change.
   I. Be introduced to a wide range of Christian and secular theories of
      counseling and psychotherapy and to each theory’s process and
      techniques.
   J. Analyze and evaluate each theory and select components that can be
      incorporated into his/her own model of counseling and psychotherapy.
   K. Become acquainted with the various areas in which counseling and
      psychotherapy skills can be applied.

V. COURSE REQUIREMENTS AND ASSIGNMENTS
   A. Textbook readings and lesson presentations/notes
   B. Discussion Board forums (5)
For each of the five (5) required full-class discussions, students will make a substantive original post (thread) in response to questions posed by the instructor. Original threads are due by Wednesday at 11:59 p.m. (ET) each week, starting with Week 2. Reply posts to at least two other student’s original posts are due by Saturday at 11:59 p.m. (ET) of that same week. Each original post requires a minimum of 200–250 words, and reply posts 50–100 words. (See About Your Course>Course Overview and Guide>Essential Elements for detailed guidelines.)

C. Course Paper

Students will write a 10–15 page paper integrating what they learned from reading about the different theories with their own basic values related to counseling. APA formatting style is required. (See About Your Course>Course Overview and Guide>Essential Elements for guidelines and grading scale.)

D. Tests (5)

Students will complete five (5) online tests, each consisting of 50 multiple-choice questions covering the lessons outlined below. All tests will be timed.

VI. COURSE GRADING AND POLICIES

A. Weight

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
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<tbody>
<tr>
<td>Discussion Board forums (5 at 4% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Course Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Test 1 (Lessons 1–4)</td>
<td>10%</td>
</tr>
<tr>
<td>Test 2 (Lessons 5–10)</td>
<td>10%</td>
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<tr>
<td>Test 3 (Lessons 11–13)</td>
<td>10%</td>
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<tr>
<td>Test 4 (Lessons 14–17)</td>
<td>10%</td>
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<tr>
<td>Test 5 (Lessons 18–22)</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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B. Scale

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90–100</td>
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<tr>
<td>B</td>
<td>80–89</td>
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<tr>
<td>C</td>
<td>70–79</td>
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<tr>
<td>D</td>
<td>60–69</td>
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<tr>
<td>F</td>
<td>0–59</td>
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C. Policies

1. If no course work is turned in by Week 3, University rules stipulate that the student will be assigned the grade of “FN” and will have to contact the Dean to be reinstated.

2. There are no extensions in the 8-week format. You must stay on top of your course throughout. There are also no “extra credit” projects given. You must work hard to do your best work.

B. Disability Assistance
Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.