

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
PCP 544 Counseling Theories

Mark Bradford, D-Min., Psy.D.

Fall 2010
M 6:00-8:45pm

COURSE SYLLABUS

COURSE DESCRIPTION

An overview and evaluation of major approaches practiced in the counseling psychology field, including historical antecedents and significant theorists representing these approaches. Particular emphasis will be placed on how these approaches interpret the nature of human personality in interpersonal relationships and their relevance for the practicing mental health professional.

ABOUT THE INSTRUCTOR: Mark Bradford holds two earned Masters degrees, two earned doctorates, and has completed course work for a third doctorate. He is an ordained minister, educator and practicing psychologist. Before becoming a Psychologist he was a Licensed Clinical Professional Counselor and Certified Addictions Counselor. Having seen more than 10,000 clients, Dr. Bradford will show how these theories apply in practice.

OBJECTIVES

Upon completion of the course, the student should be able to:

1. Understand the major concepts and therapeutic principles in modern psychotherapies.
2. Identify the major theorists (both secular and Christian) who have contributed to the literature on personality theories and influenced the development of counseling psychology.
3. Compare and evaluate the therapeutic principles of major contributors to the practice of counseling.
4. Evaluate the primary models used in counseling, including their assumptions regarding human nature, the therapeutic relationship, aims in counseling, and intervention methodologies.
5. Develop an individualized counseling methodology that will be compatible with and enhanced by one's own faith.

REQUIRED TEXTBOOK

Jones, S. L. & Butman, R. E. (Any Version). Modern Psychotherapies. Downers Grove, IL: InterVarsity Press.

SUGGESTED HELPFUL TEXT:

Corsini, Raymond & Wedding, Danny (2007) Current Psychotherapies (8th Edition). Brooks Cole Publishing. (Students should attempt to utilize newer versions of this standard text)

CLASSIC WORKS IN THE FIELD

Students will be expected to review classic works in the mental health field. Library and Internet time will be required by each student to acquaint themselves with the works of some of the masters.

Students will be expected to come to class prepared to discuss pre-class readings on historical figures and theories of the class period. Students will also be expected to demonstrate knowledge and help familiarize other students with theories and people in the field. An occasional pop quiz before or after class may help in encouraging review of materials and attending skills.

BASIC OUTLINE

Read well ahead of the professor each week in the textbook. Familiarize yourself with the theoreticians as we go along by outside research of topic via other texts or articles, so that you can bring examples or answer questions if called upon in class. Actively participate as a positive class member.

METHODOLOGY

The course will involve informal class lectures and discussion on assigned readings, and student presentations of research topics. In addition to historical lectures, this class will attempt to go beyond just giving information and will attempt to actually give the students examples in utilizing some of the personality theories and practices of the mental health masters.

COURSE REQUIREMENTS

1. Read all assigned materials.
2. Class attendance, punctuality, volunteerism, professionalism, and meaningful class participation are required. More than two unexcused class absences may reduce one's grade. Three tardies count as one absence. Social networking (such as Facebook, MySpace, E-Mail during class) is considered disruptive, non participatory and will result in grade reduction. Infractions may be reported to the professor (after class) at mark@bradford.org For class attendance and participation credit, it is also expected that the student be an active participant (i.e, eye contact, body language, actual attendance in body and mind). Absences and Special circumstances should be discussed with the professor.
3. Complete the following:
 - A. Conduct library research on one of the counseling theories/approaches or one of the personalities listed on the next page of this syllabus, and summarize the research in a 15 to 20 page paper.
 - B. Prepare to present highlights of your paper or present a **separate** class presentation on a historical figure in a one to two page mini-presentation lasting from 5 to 10 minutes, according to allowable class time and number of student presenters.
 - C. Complete a midterm and final exam during the course of the class.
 - D. Participate in Professional Potpourri and Other Class Duties as Assigned

The Research Paper should concentrate primarily on professional press/scholarly resources. Select research topics from the syllabus list. All papers should be typed, double-spaced and carefully referenced, including citing all references used. Follow the latest APA style manual for referencing. Include the standard format you would expect from an APA style paper. Additional guidance or instructions for the paper may be given during class. The one to two page presentation paper for class likewise has a special format which will be explained in class.

GRADING PROCEDURE

It is expected that all work will be completed as scheduled. Late work may be downgraded up to one letter grade per day late. The midterm is scheduled for mid to late October 2010. Students may choose

a “B” Option and “opt out” of the research paper, which is also due at the same time as the midterm. All research and presentation topics must be approved by the professor. The Final Exam is comprehensive, and is scheduled for the last day of class, Finals Week. Final grades will be assigned according to the student's demonstrated achievement of the learning objectives, comprehension of literature on class topics and performance of class requirements as follows:

Class Presentation, Quiz, Attendance and Team Spirit 15%
 Research Paper 20%
 Mid Term Exam 30%
 Final Exam 35%

SPECIFIC DATA

Syllabus prepared by Mark Bradford, Psy.D., June 2010

SAMPLE RESEARCH TOPICS (Partial Sample List)

A. Counseling Theories/Approaches

- | | |
|---------------------------------|--------------------------------------|
| 1. Adams' Nouthetic Counseling | 13. Jungian Therapy |
| 2. Adlerian Therapy | 14. Logotherapy |
| 3. Behavior Therapy | 15. Minirth-Meier Psychiatry |
| 4. Christian Psychotherapy | 16. Object Relations Therapy |
| 5. Classic Psychoanalysis | 17. Person-centered Therapy |
| 6. Clinebell's Growth Model | 18. Rational Emotive Therapy |
| 7. Cognitive-Behavioral Therapy | 19. Reality Therapy (Control Theory) |
| 8. Ego Psychology | 20. Self Psychology |
| 9. Existential Therapy | 21. Tournier's Dialogue Therapy |
| 10. Family Systems Therapy | 22. Transactional Analysis |
| 11. Gestalt Therapy | 23. Many more |
| 12. Integrity Therapy | |

B. A Few Personalities

- | | | |
|---------------------|----------------------|------------------------|
| 1. Alfred Adler | 18. Karen Horney | 35. Robert Schuller |
| 2. Gordon Allport | 19. William James | 36. Leslie Weatherhead |
| 3. Anton Boisen | 20. Sidney Jourard | 37. H. Norman Wright |
| 4. Donald Capps | 21. Donald Joy | 38. Theodore Millon |
| 5. R. P. Carkhuff | 22. Carl Jung | 39. Aaron Beck |
| 6. Gary Collins | 23. Eugene Kennedy | 40. Victor Yalom |
| 7. Larry Crabb | 24. Abraham Maslow | 41. Virginia Satir |
| 8. Richard Dobbins | 25. Rollo May | 42. Many More |
| 9. James Dobson | 26. Karl Menninger | ¶ |
| 10. John Drakeford | 27. O. Hobart Mowrer | ¶ |
| 11. Albert Ellis | 28. Bruce Narramore | ¶ |
| 12. Erik Erikson | 29. Clyde Narramore | ¶ |
| 13. James Fowler | 30. Wayne Oates | ¶ |
| 14. Erich Fromm | 31. Thomas Oden | ¶ |
| 15. William Glasser | 32. Norman V. Peale | |
| 16. Bill Gothard | 33. Carl Rogers | ¶ |
| 17. Seward Hiltner | 34. David Seamands | ¶ |

SELECTED CLASSIC BIBLIOGRAPHY

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