

# GCN 502.OA Theories and Foundations

Spring 2022

Wednesdays 7:00pm-9:00pm (Online via Zoom)

**COURSE INSTRUCTOR:** Dr. Anna Flores Locke, Assistant Professor of Mental Health Counseling  
**CONTACT INFORMATION:** Email: [anna.locke@nyack.edu](mailto:anna.locke@nyack.edu) (Best), Phone: 646-378-6163  
**APPOINTMENT INFORMATION:** Office Hours by appointment only via Google Meet  
**APPOINTMENT LINK:** <https://calendly.com/anna-locke/30min>

## Live Meeting Link:

<https://nyack.zoom.us/j/99277602953?pwd=S3ZJbVhjcZ1RUNLNGLvT0QyYzBoUT09>

Meeting ID: 992 7760 2953  
Passcode: 170426

## REQUIRED TEXTS:

Corey, Gerald. (2015), Theory and Practice of Counseling and Psychotherapy., 10th edition USA, Thompson Learning.

Ellison, C. (1994), From Stress to Well Being: Counseling to Overcome Stress. Waco, TX: Word.

Tan, Siang-Yang.(2011) Counseling and Psychotherapy: A Christian Perspective Grand Rapids; ISBN: 978-0-8010-2966-0

## Suggested Texts:

Sharf, R. S. (1996). Theories of Psychotherapies and Counseling: Concepts and Cases. Pacific Grove, Ca.: Brooks/Cole Publishing.

Wachtel, P. L. & Messer, S. B. (1997). Theories of Psychotherapy: Origins and Evolution. Washington, D.C.: American Psychological Association.

**RESOURCES:** E360 and Nyack Library

## COURSE DESCRIPTION:

This course will focus on the major theories of counseling with an emphasis on integrative approaches to the helping professions. Major theories from the various psychotherapeutic camps will be reviewed: psychodynamic, behavioral, existential, and cognitive traditions. A framework will be provided to further understand the strengths and weaknesses of each theory presented and each will be evaluated in terms of a biblical Christian worldview. Models which attempt to integrate truths from theology and psychology will also be examined. An investigation of the major theories of counseling with an emphasis on integrative approaches to the helping profession. Course content is included in the CECE 'Helping Relations' content area. Offered fall and spring. \$200 Fee.

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This course is housed within the Alliance Graduate School of Counseling and the Department of Mental Health Counseling. This course is overseen by Dr. Antoinette Gines-Rivera, Director, Alliance Graduate School of Counseling, Nyack College, Manhattan Campus.

## STUDENT LEARNING GOALS:

All the goals below are to be carried out in an atmosphere of the highest scholarly standards of conduct.

Student Learning Goals:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
Demonstrates understanding of a variety of models and theories related to clinical mental health counseling.	Class attendance and completion of readings.  Short papers on each theory.  Discussion Posts	Developing skills to serve a diverse clinical population as counselors. (Corresponds to Nyack Core Value “Intentionally Diverse”)	2016 CACREP Standards F.5, a  CMHC 1.b
Understand the role of theory in guiding clinical practice.	Class lecture and discussion posts.  Short papers on each theory.	Academically Excellent	2016 CACREP Standards F.5, a  CMHC 1.b
To be able to evaluate the various models strengths and weaknesses, and the contribution each make to the helping profession.	Assigned readings and Quizzes  Short papers on each theory.	Academically Excellent	2016 CACREP Standards F.5, a; F.7.f., g.  CMHC 1.b

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The student will be knowledgeable of the various approaches to integration.	Class participation and readings.  Quizzes	Personally Transforming	2016 CACREP Standards F.5  CMHC 1.b
To be able to evaluate secular theory from a Christian worldview.	Students will analysis "Ordinary People" film	Academically Excellent	
Understand the techniques that are related to the various traditions and how techniques are related to theory.	Students will write a final paper, highlighting the basic concepts of 13 models of Counseling	Academically Excellent	2016 CACREP Standards F.5, a  CMHC 1.b
Student will understand the history and philosophy of the counseling profession.	Class Readings and Quizzes	Academically Excellent	2016 CACREP Standards F.5, a
<p>The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog (<a href="https://www.nyack.edu/site/nyack-catalog/">https://www.nyack.edu/site/nyack-catalog/</a>). Attainment of goals is evaluated by the identified assignments.</p> <p>*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.</p>			

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## ASSESSMENT RESULTS

The School Human Services Alliance Graduate School of Counseling may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement.

## GRADING SCALE:

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. All grades are calculated based on the following scale of Letter Grade\Percentile Equivalents.

A	A-	B+	B	B-	C+	C	C-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	0-69%

## GRADING:

Participation and Reading	10%
12 quizzes (lowest two grades will be dropped)	20%
Discussion Posts	10%
Short Papers	30%
Final Exam	30%
	<hr/>
	100 %

## COURSE REQUIREMENTS (Description of all assignments)

**Participation & Reading:** Required texts and participation in class discussion. Major methods of learning in this class are discussions, lectures, quizzes, and short papers. Before class, PowerPoints, and/or chapter reading must be reviewed and completed. The time together will be used for discussion, presentations, small group exercises, etc. Therefore, everyone's attendance and participation are necessary. One excused absence (need to send an email to the Instructor before class on the reasons for the absence) during the course will be permitted (there will be a loss of points). However, the second absence will constitute a considerable lower grade and a third absence will constitute excessive absences and a non-passing grade. If the computer you are using does not have a working internal or external microphone, at all times, by the first synchronous session you will need to drop this course.

**Weekly quizzes** will come from the required reading for each class session and will be administered on e360. They can be accessed via the lesson on e360 or the "tests" tab on e360. Refer to the course schedule below for the due dates for the quizzes, which will generally be after the class meeting covering the content on the quiz.

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## Discussion posts: \_\_\_\_\_

To demonstrate your understanding of a variety of models and theories related to clinical mental health counseling, and to explore the role of theory in guiding clinical practice, you will be required to complete discussion posts.

The purpose of the discussion questions is for students to have an intelligent dialog with their fellow classmates; post your thoughts on the topic and incorporate the chapters' content into your answers to show that you are learning the material. It is a post that displays significant importance, value, validity, solidity and independence of thought. It is a response that adds depth and breadth to a discussion. It includes proper grammar and spelling. It directly addresses the question and does not "go off on a tangent." It begins by addressing the class and ends with your name. The minimum required word count is 150-200 words. Quotes and references to course materials are strongly encouraged to allow other students to learn by your example.

**Final exam:** will cover material from all chapters and quizzes, as well as from a list of terms, provide at the start of the semester.

**Short Papers :** The film; Ordinary People, will serve as the framework for these short papers, due at various times throughout the semester. Each paper will apply three theories to the case of "Conrad" from the movie. You will evaluate the strengths and weaknesses of each theory, and explain how the theory guides your clinical practice in a counseling session with Conrad. The paper will be 5-7 double-spaced pages in length, include an introductory paragraph, headers to organize the body of the paper, conclusion, and references page. In text citations of your references used and the format of the paper must follow the student paper template from the APA 7<sup>th</sup> edition manual. No title page or abstract are required.

## **COURSE INFORMATION (Other information about the course)**

### **CLASS POLICIES:**

1. **Attendance:** You are permitted one hour of absence for each hour the course meets during the week; however, you must contact the professor via email or voice mail before the end of class. All assignments are due on the date designated.
2. **Late assignments** Papers that are turned in late will be marked down by ½ a letter grade for each day it is late, e.g. B to a B-.
3. **Style Guide** for written work: All papers are to be written in the APA format.
4. **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people's words or ideas as though they were your own) will be subject to the penalties as described in the plagiarism policy in the college catalog and student handbook.

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5. Reasonable Accommodation: Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Nyack College Office of Disabilities Support Services within the first six weeks of the beginning of classes. This letter is to be submitted to the director of AGSC, Dr. Antoinette Ginés-Rivera to be forwarded to the teaching professor.
6. Electronic Devices: It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
7. Academic Quality: Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the APA style and guidelines for notation guide.
8. Communication with Instructor: Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.

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**The Carnegie Unit-** This course must be and is accountable to a professional academic standard (US Dept. of Education). This impacts types and amounts of reading, “seat time” (instructional time), and outside work assignments (90 hours for a 3 credit course) are mandated so as to assure that students receive a fair education. Here are the estimated homework hours for this course, by category:

I. Required Reading 60 hr.
II. Studying for exams/quizzes 10hr
Research for writing assignments 10hr
IV. Writing Assignments 10hr
Other Assignments 14hr
<b>Total Homework Hrs</b> <b>104 hrs.</b>

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## COURSE OUTLINE AND CALENDAR

All dates and times are listed in Eastern Standard Time (EST)

<b>Week 1</b>	<b>Overview</b>
<b>01/19/2022</b>	<i>Introduction, role of theory, definition of terms</i> <i>Review of syllabus</i>
	<b>Activities, Assignments and/or Exams</b> Corey, chapters 1, 2, & 3 Tan, Chapters 1 & 2 Syllabus
<b>Week 2</b>	<b>Overview</b>
<b>01/26/2022</b> <b>Asynchronous</b>	<i>Philosophical assumptions, Christian view of persons.</i> <i>Ontological givens</i>
	<b>Activities, Assignments and/or Exams</b> Tan, chapter 3. Ellison, chapter's 1-8 p.1-119 Quiz 1. Discussion Post #1
<b>Week 3</b>	<b>Overview</b>
<b>02/02/2022</b>	<i>Psychodynamic/Psychoanalytic Models</i>
	<b>Activities, Assignments and/or Exams</b> Tan; Chapter 4 Corey, chapter 4. Quiz 2.
<b>Week 4</b>	<b>Overview</b>
<b>02/09/2022</b>	<i>Gestalt Therapy</i>
	<b>Activities, Assignments and/or Exams</b> Tan; Chapter 9 . Corey: Chapter 8. Discussion Post #2
<b>Week 5</b>	<b>Overview</b>
<b>02/16/2022</b>	Adlerian Therapy
	<b>Activities, Assignments and/or Exams</b> Tan; Chapter 5 Corey, Chapter 5 Quiz 4.  Short Paper # 1

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<b>Week 6</b>	<b>Overview</b>
	<i>Person -Centered Therapy</i>
	<b>Activities, Assignments and/or Exams</b>
<b>02/23/2022</b> <b>Asynchronous</b>	Tan; Chapters 8 & 14 Corey, Chapter 7 Quiz 5. Discussion Post #3
<b>Week 7</b>	<b>Overview</b>
	<i>Existential / Humanistic Models</i>
	<b>Activities, Assignments and/or Exams</b>
<b>03/02/2022</b>	Tan; Chapter 7 Corey, Chapter 6  Quiz 6.
<b>Week 8</b>	<b>Overview</b>
	<i>Reality Therapy</i>
	<b>Activities, Assignments and/or Exams</b>
<b>03/16/2022</b>	Tan; Chapters 10 & 15 Corey, Chapter 11 Quiz 7 Short Paper # 2
<b>Week 9</b>	<b>Overview</b>
	<i>Behavior Therapy</i>
	<b>Activities, Assignments and/or Exams</b>
<b>03/23/2022</b>	Tan; Chapters 11 & 16 Corey, Chapter 9 Quiz 8
<b>Week 10</b>	<b>Overview</b>
	<i>Rational Emotive Therapy &amp; Cognitive Therapy</i>
	<b>Activities, Assignments and/or Exams</b>
<b>03/30/2022</b>	Tan; Chapter 12 Corey, Chapter 10 pp: 268-end of chapter Quiz 9

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<b>Week 11</b>	<b>Overview</b>
<b>04/6/2022</b>	<i>Family Systems Therapy</i>
	<b>Activities, Assignments and/or Exams</b>
	Corey, Chapter 14 Tan; Chapters 13 & 17 Quiz 10. Short Paper # 3
<b>Week 12</b>	<b>Overview</b>
<b>04/13/2022</b>	Feminist Therapy
	<b>Activities, Assignments and/or Exams</b>
	Corey, Chapter 12 Quiz 11
<b>Week 13</b>	<b>Overview</b>
<b>04/20/2022</b>	Integrative Perspective
<b>Asynchronous</b>	<b>Activities, Assignments and/or Exams</b>
	Quiz 12 Discussion Post #3
<b>Week 14</b>	<b>Overview</b>
<b>04/27/2022</b>	Final Exam
<b>Asynchronous</b>	<b>Activities, Assignments and/or Exams</b>