SSC330 Theoretical Approaches in Human Services (3 Credits)
Rocky Mountain College Alberta, Canada

For the Acadeum Course Sharing Consortium

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We're delighted to have you study at RMC! Please note the following policies:
We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback!

Online Courtesy
As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy
GradeGradePoint

Grade	GradePoint	
A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A–	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B–	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C–	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D–	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A.   Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

B.   Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.

2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.

3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.

4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C.   Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.

2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.

3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

SSC 330: THEORETICAL APPROACHES IN HUMAN SERVICES

COURSE DESCRIPTION & PURPOSE

SSC330 is an introduction to the major theories of counselling. Students will learn to think critically about the development of human difficulties and the process of therapeutic change. Videos, online discussions, reflective journals and questionnaires will serve to augment students' learning. Attention will be given to the role of ethics in human services. *Prerequisite: SSC193.*

Counselling theories have a wide-ranging and diverse history and they continue to inform the work of all human service providers. As theoretical foundations continue to evolve according to cultural and societal norms, values, worldviews and scientific inquiry, it is necessary to understand and critique theories of practice.

This course offers the student an introduction to the theoretical approaches in human services. As well as laying a foundation for each school of thought, it introduces the student to the skills and techniques associated with the different counselling approaches. Students are encouraged to critically examine and reflect on the value of each different approach. Biblical models and ethical practice are also discussed in this course.

See more at: http://www.rockymountaincollege.ca/academic-info/programs/social-sciences-courses.php#sthash.tshW8NmK.dpuf

COURSE TEXTBOOKS

Required Text:
Corey, G. (2012). *Case approach to counselling and psychotherapy (8th ed.).* Scarborough, ON: Nelson Thomson Learning.

Supplemental Readings:

Assigned readings, uploaded on the website, are to be read in their entirety before completing the related assignment.

TECHNICAL COMPETENCIES FOR THIS COURSE

Access to and basic use of a computer and Internet are required technical competencies for this course. All submitted student work must be submitted in Word document file format (.doc, .docx, or pdf). Also required: the ability to access YouTube and other video files.

SSC330 COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:
- Compare and contrast the prevailing theoretical approaches in terms of their philosophy and interventions.
- Critically evaluate these theories from a biblical standpoint.
- Articulate a personal theory of helping others, including the nature of humankind and how difficulties develop and are resolved.
- Demonstrate a satisfactory appreciation of the nature and role of ethics in human services.
- Critique what is meant by a good standard of practice and care in human services.

SSC330 COURSE OUTLINE (COURSE LEARNING PATH)

Please refer to the table below for the pacing and requirements of this course. With the exception of the Discussion Post Assignments, this course is to be completed independently by each student. However, frequent online discussion is encouraged and increases both learning and connection with other students.

The following *Course Outline Table* includes the required activities, the assignments due dates, the Discussion Post topics and other helpful information. Also note the estimated amount of time expected for completion of each *Module*. Times for *Module* completion will vary; some will require more time than others so it is best to prepare for these ahead of time.

SSC330 COURSE REQUIREMENTS

SSC330 has a variety of assignments due throughout the course. There are five graded components in this course: weekly Reflection Question Assignments; weekly Discussion Posts; and, three essay assignments. There are also required textbook readings and learning activities to complete by the end of each week.

Please take a few moments to familiarize yourself with the table shown below for an overview of the course readings, learning activities, assignments, and due dates. This table also suggests the approximate hours required by the student to complete the course readings.

If you have any questions or concerns about assignments, please voice them sooner, rather than later, if possible. Contact the professor via the course message board or use to discuss anything regarding your learning in this course. Students are welcome to schedule a phone appointment if the email responses do not sufficiently address your questions or concerns.

SSC330 COURSE OUTLINE TABLE

Course Module Number	Textbook Chapters To Read Text (pages)	Other Required Activities For the Module	Assignments Due By The End of This Module	Discussion Topic Due Each Week	Estimated Time to Complete Course Work
Module 1: The Role of Theory in Human Services Practice	Ch. 1 Corey, G. (2012), pp. 1-29	View PowerPoint: *The Role of Theory…* Learning Activity 1-1: Read *An Introduction to counselling* Learning Activity 1-2: *Introducing counselling and therapy approaches* 30 pages	Reflection Questions Assignment	Module 1 Topic: Counselling and Therapy Approaches	**Total: 6.0 hours**
Module 2: Psychoanalytic, Adlerian, & Behavioural Models of Helping	Ch. 2, 3, & 7 Corey, G. (2012), pp. 31-47; 50-70; 125-150	View PowerPoints: Psychoanalytic/ Psychodynamic & Behavioural Models of Helping Learning Activity 2-1: View video *Foundations: Freud* 60 minutes Learning Activity 2-2: View video *Foundations: Skinner* 60 minutes	Reflection Questions Assignment	Module 2 Topic: The Behavioural Approach	**Total: 8.75 hours**

| Module 3: Cognitive Behavioural Model of Helping & Reality Therapy | Ch. 8 & 9 Corey, G. (2012), pp. 154-180; 183-198 | View PowerPoints: Cognitive Behavioural Models & Egan's the Skilled Helper Model

Learning Activity 3-1: View video *What is cognitive therapy?* 15 minutes | Reflection Questions Assignment | Module 3 Topic: What is Cognitive Therapy? | Total: 6.25 hours |
|---|---|---|---|---|---|
| Module 4: Humanistic Approach to Helping, Existentialism and Person-Centred Theories | Ch. 4,5 Corey, G. (2012), pp. 74-86; 89-106; | View PowerPoints: *Humanistic Approach & Essential Counsellor Qualities*

Learning Activity 4-1: *The interpersonal relationship* 16 pages

Learning Activity 4-2: View video *The great Carl Rogers* 8 minutes | Reflection Questions Assignment

Assignment #1 | Module 4 Topic: Carl Rogers | Total: 12.50 hours (Includes Essay) |
| Module 5: A Family Systems Model of Helping | Ch. 12 Corey, G. (2012), pp. 266-287 | View PowerPoint: *Family Systems Model of Helping*

Learning Activity 5-1: Read *Understanding the family as a system* 3 pages

Learning Activity | Reflection Questions Assignment | Module 5 Topic: Structural Family Therapy Video | Total: 5.0 hours |

		5-2: View video *Structural family therapy example* 7 minutes			
Module 6: Postmodern Approaches Part 1: The Solution-focused Model of Helping	Ch. 11 Corey, G. (2012), pp. 225-262	View PowerPoint: *Post Modern Approaches* Learning Activity 6-1: Read *The solution-focused therapy model* 18 pages Learning Activity 6:2 *View video Solution-focused therapy* 6 minutes Learning Activity 6:3 View video *Solution-Focused family therapy* 4 minutes	Reflection Questions Assignment	Module 6 Topic: SFT Videos	**Total: 5.75 Hours**
Module 7: Postmodern Approaches Part 2: Narrative Model of Helping	Ch. 11 (review chapter) Corey, G. (2012), pp. 225-262	View PowerPoint: *The Narrative Model* Learning Activity 7-1: Read *What is narrative therapy?* 6 pages Learning Activity 7-2: Read *New narratives for parents with mental health difficulties* 3 pages	Reflection Questions Assignment Essay Assignment #2	Module 7 Topic: Postmodern Approaches	**Total: 11.0 hours** (includes Essay)

		Learning Activity 7-3: View video *Narrative therapy* (UofT) 10 minutes			
Module 8: Diversity and Multiculturalism in Counselling Practice	Ch. 10 & 13 Corey, G. (2012), pp. 201-222; 290-317	View PowerPoints: *The Feminist Approach & Diversity & Multicultural Practice* Learning Activity 8-1: Read *Help Seeking and counseling within a traditional male gender role* 5 pages Learning Activity 8-2: View video *Feminist Therapy* 19 minutes	Reflection Questions Assignment	Module 8 Topic: Feminist Therapy	**Total: 7.0 hours**
Module 9: Biblical Approach to Helping	Ch. 14 Corey, G. (2012), pp. 320-344	View PowerPoint: *Biblical Models of Helping* Learning Activity 9-1: View three videos: *What is Biblical Counselling?* ; *What is Biblical Counseling* (Goode) What is Biblical Counseling? (Hartler) Learning Activity 9-2: Read *Are*	Reflection Questions Assignment	Module 9 Topic: The Concept of Sin	**Total: 5.75 hours**

		psychology and faith compatible? Learning Activity 9:3 Read *The core of counselling* (Gary Collins) pp. 63-75 12 pages			
Module 10: Ethical Human Services Practice	No textbook readings	View PowerPoint: *Ethical Human Services Practice* Learning Activity 10-1: Read An Ethical Framework… *Course Notes* 12 pages Learning Activity 10:2 Read *The Code of Ethics for the CCPA* 20 pages Learning Activity 10-3: View Video *Ethical Theory* 45 minutes Learning Activity 10:3 Read *The confidentiality of a confession* 11 pages	Reflection Questions Assignment Essay Assignment #3	Module 10 Topic: The Confidentiality of a Confession	**Total: 13.0 hours** (Includes Essay)
Estimated Hours to Complete Course: 81.0					

SSC330 DESCRIPTION OF COURSE REQUIREMENTS

ASSIGNMENT TYPE	% of FINAL GRADE
A. **Online discussions** (three or more entries/week) Grading Criteria: refer to Discussion Post Rubric	Multiple Discussions Each Module = 10 pts Total 100 points **10% of Total Grade**
B. **Reflection Questions** Grading Criteria: refer to Reflection Questions Rubric	Multiple Reflection Questions Each Module = 10 pts Total 100 points **30% of Total Grade**
C. **Assignment #1**: (due end of Module 4) Grading Criteria: refer to Assignment Rubric	Total 100 points possible **20% of Total Grade**
D. **Assignment #2**: (due end of Module 7) Grading Criteria: refer to Assignment Rubric	Total 100 points possible **20% of Total Grade**
E. **Assignment #3** (due end of Module10) Grading Criteria: refer to Assignment Rubric	Total 100 points possible **20% of Total Grade**
TOTAL =	**100%**

ASSIGNMENTS AND APA FORMATTING
RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under "Resources" – "RMC Writing Support")

ASSIGNMENTS AND PLAGIARISM

Plagiarism is when a person uses the ideas or words or any other intellectual property without giving credit to the author or creator of those words, ideas, or images. Credit is given through the use of citations within the student's work. Proper citing is essential to avoid losing marks or having your work receive a lower grade, which may be zero marks if warranted. When in doubt, cite!

Please refer to your online course Modules pages and refer to the PLAGIARISM POLICY for a more in-depth discussion.

SSC330 COURSE RUBRICS

Discussion Posts Rubric					
Criteria	**Ratings Per Criterion**				
Quantity and Timeliness	3 posts 1.5 pts	2 posts 1 pt		No post or problematic post 0.5 pt	Max pts. 3.0 pts
Posts informed by course and other students/instructor or posts informed by course learning.	Excellent/ lively /insightful responses 3.5 pts	Good or adequate/ timely responses 2.5 pts	Few reflections or low response to disclosure 1.5 pts.	Very little or no understanding/ responses 0pts.	Max pts. 6.0 pts
Grammar, Spelling and Citation, if needed	Excellent to adequate effort and use 1.0 pts.			Substandard effort or use 0 pts.	Max pts. 1.0 pts

Total Points Per Discussion: 10

Reflection Questions Assignments Rubric				
Criteria	Ratings			
Connection to Personal Experience	Insightful connections between course work and/or life & outside-of-school experiences. 5 pts	Adequate connections between course work and/or life & outside-of-school experiences. 3 pts	Inadequate connections between course work and/or life & outside-of-school experiences. 1.5 pts	**Max 5 pts**
Connection to Learning Activities & Readings	Superb synthesis, analysis, and insightful reflection about learning activities as assigned in the course 5 pts	Adequate synthesis, analysis, and insightful reflection about learning activities as assigned in the course 3 pts	Inadequate synthesis, analysis, and insightful reflection about learning activities as assigned in the course 1.5 pts	**Max 4 pts**
Spelling and Grammar	No or very few spelling or grammatical errors. APA citations and a References page provided when required. 5 pts	No or very few spelling or grammatical errors. APA citations and a References page provided when required. 3 pts	Poor spelling or grammatical composition. APA citations and/or a References page not provided when required. 1.5 pts	**Max 1 pts**
Total Points Per Learning Activity Assignment: 10				

Therapeutic Intervention Assignment Rubric					
Criteria	Ratings				
Content & Development	Content is accurate, thorough and supported by research. Addresses assignment	Content is accurate and supported by research. Addresses majority of assignment	Content is somewhat supported by research but could include more referencing	Content is insufficiently referenced and researched or lacks the majority of	**Max 35 pts**

	criteria and includes course concepts. Points are clear and logically addressed. 35 pts.	criteria and course concepts. Points are clearly presented and addressed in a satisfactory manner. 28 pts.	and/or support. Most points are clearly made, although not all are clear or logical in presentation. 21 pts.	the assignment criteria or is not presented clearly. 15 pts.	
Organization & Structure	Written work is clear and easy to follow. Points are supported. Transitions are logical and maintain flow of thought. 30 pts.	Written work is mostly clear and easy to follow. Points are mostly supported. Transitions are logical and for the most part, maintain the flow of thought. 24 pts.	Written work is sometimes difficult to follow and is not always understandable. Transitions in topics are sometimes ineptly written. There is a satisfactory amount of points and flow in writing. 18 pts.	Writing is unclear and difficult to follow and/or main points are not referenced or are referenced inadequately. Transitions in topic or thoughts do clearly flow from one point to the other. 12 pts.	**Max 30 pts.**
Format	Written work follows APA guidelines and is appropriate length. Format creates excellent readability. A Title page and Reference page are included. 10 pts.	Written work generally follows APA guidelines for and is the appropriate length. Format creates good readability. A Title page and Reference page are included. 8 pts	Written work does not follow APA guidelines and/or is not the appropriate length. A Title page and Reference page are not included. 4 pts		**Max 10 pts**

Grammar, Punctuation, & Spelling	Rules of grammar, spelling, and punctuation are followed; spelling is correct. Language is clear and precise; sentences are consistently strong in structure and execution. 10 pts	Rules of grammar, spelling, and punctuation are generally followed; spelling has few errors. Language is generally clear and precise; sentences are typically strong. 8 pts	This mark is earned when any of the following occur: rules of grammar, spelling, and punctuation are not followed for majority of the time; spelling is poor throughout; language is consistently unclear; sentences are consistently weak. 4 pts	Max 10 pts
References & Citations	All sources are properly cited in essay and References page. APA guidelines are employed for all the work. 15 pts	Most sources are properly cited in essay and References page. APA guidelines are employed for most of the work. 9 pts	Few sources are properly cited in essay and a References page exhibits incorrect use of APA format. 4 pts	Max 15 pts
Total Points: 100				

Topical Essay Assignment Rubric					
Criteria	Ratings				
Content & Development	Content is accurate, thorough, and supported by research. Essay addresses assignment criteria and includes	Content is generally accurate, thorough, and supported by research. Essay addresses assignment criteria and	Content is adequate in scope and is typically supported by research. Essay adequately addresses assignment criteria but	Content is inaccurate, poorly developed, and/or poorly supported by research. Essay does not address the	Max 35 pts

	course concepts. Essay demonstrates a well-thought out hypothesis and theoretical framework.35 pts.	includes course concepts. Essay demonstrates a reasonable hypothesis and theoretical framework.28 pts.	may be missing some course concepts. Essay includes a hypothesis and theoretical framework. 21 pts.	assignment criteria and/or does not include course concepts, a well-thought out hypothesis and/or theoretical framework15 pts.	
Organization & Structure	Essay is very clear and very readable. Points are well supported. Transitions are logical and maintain very good flow of thought. Introduction & Conclusion appropriately reflect the body of essay. Work is consistently well written according for the type of essay. 30 pts.	Essay is clear and readable. Points are adequately supported. Transitions are generally logical and maintain flow of thought. Introduction & Conclusion appropriately reflect body of essay. Work is consistently of good quality according to the type of essay. 24 pts.	Essay is often clear and readable with some exceptions. Points are adequately supported. Transitions are generally logical and maintain flow of thought with some exceptions. The Introduction & Conclusion adequately reflect the body of essay. Work is consistently of average quality according for type of essay. 18 pts.	Essay has difficulty with any of the following: it is either unclear or difficult to follow; points are not consistently supported; transitions are not logical and do not maintain flow of thought; the Introduction & Conclusion does not adequately reflect body of essay; work is consistently of poor quality according for type of essay. 12 pts.	**Max 30 pts.**

Format	Essay follows APA guidelines and is appropriate length. Format is appropriate to essay type. 10 pts.	Essay generally follows APA guidelines and is of appropriate length. Format appropriate to essay type. 6 pts	Essay does not follow APA guidelines and is not an appropriate length. Format is not suitable for type of essay. 4 pts	**Max 10 pts**
Grammar, Punctuation, & Spelling	Rules of grammar, spelling, and punctuation are followed; spelling is correct. Language is clear and precise; sentences are consistently strong in structure and execution. 10 pts	Rules of grammar, spelling, and punctuation are generally followed; spelling has few errors. Language is generally clear and precise; sentences are typically strong. 6 pts	Rules of grammar, spelling, and punctuation are not generally followed; spelling is generally poor. Language is often unclear; sentences are often weak. 4 pts	**Max 10 pts**
References & Citations	All sources are properly cited in essay and References page. APA guidelines are employed for all the work. 15 pts	Most sources are properly cited in essay and References page. APA guidelines are employed for most of the work. 9 pts	Few sources are properly cited in essay and a References page is not included. Correct use of APA format is not evidenced. 4 pts	**Max 15 pts**
Total Points: 100				

COURSE REFERENCES

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