Counseling Foundations

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Course Description

This course is an overview of the area of counseling and covers various aspects of counseling theory, human development and the core counseling functions. It also addresses the issue of professional ethics in counseling.

Course Objectives

1. **This course serves as the introduction to counseling theory from a Christian perspective.** While many students resist “theory” and want to “get down to the practice,” a foundation in theory is critical. It is important for the Christian counselor to have a solid foundation in the principles of Psychology, Christianity, and the psychology of religion as they relate to understanding counseling and addiction. Recognizing various categories of mental health disorders in abnormal psychology and their relationship to substance abuse will be addressed.

2. **This course also serves as the introduction to human developmental theories.** These are foundational to understanding the implications of the age of a person when they experienced trauma and/or the onset of behaviors leading to addiction. This critical understanding allows students to confidently deal with the dissonant behaviors between chronological and emotional “age” of many clients beginning recovery. This course expands the lay leaders’ and clinicians’ understanding of significant concepts and the vital role of normal human developmental needs.

3. **This course addresses the wide range of ethical issues inherent in all steps identified within the Scope of Practice for addiction professionals and found in recovery support services.** The course examines issues which may arise during initial screening, during treatment planning, and as a client progresses through treatment implementation and moves into recovery. The issues discussed relate to professional obligations, interactions with family and the community, as well as the process of documentation. Throughout this course, the participant will be asked to relate various points to their
own situations, consider the various perspectives presented, and develop an ongoing awareness of their choices, decisions and behaviors in light of a high ethical standard.

Required Reading

- Required Textbooks:


Course Outline

Week One

- To introduce the student to the content and purpose of this course.
- To give the student an opportunity to become acquainted with the instructor and other students who are involved in this course.

Week Two

- Apply principles of sensation and perception to the development of emotions, thoughts, and behaviors
- Introduce the student to perception stages and distortions.

Week Three

- Define and identify developers and principles of the theory of motivation and correlate them to the development of emotions, thoughts, and behaviors.
- Describe the impact of emotions, thoughts, and behaviors on whole person development.

Week Four

- Apply major theoretical aspects of human development to the understanding of the origins of addictive behavior and implications during recovery.
- Establish a basis for recognizing the stages of child, adolescent, adult, and religious development in clients through listing and defining these stages.

Week Five

- Recognize various categories of mental health disorders in abnormal psychology and their relationship to substance abuse.
• Become aware of how defense mechanisms fuel addictive behaviors.

Week Six

• List contrasting and congruent principles of Psychology, Christianity, and the psychology of religion as they relate to understanding counseling and addiction.

Week Seven

• Recognize the value of various counseling theories and their contribution to relieving psychological distress.

Week Eight

• Explain various ethical dilemmas in terms of their impact on professional practice.
• Relate identified ethical challenges to the addiction counselor work situation.
• Establish a personal process for addressing various issues in your own environment.

Estimated Activities and Times

• Reading is measured at reading 25 textbook pages per hour and reading 20 journal pages per hour
  Total reading for this course is 60 hours.
• Listening to recorded audio/video elements or live sessions (in-class equivalent) - 12.00 hours
• Discussion (in-class equivalent) - 24 hours
  — Quizzes (in-class equivalent) – 2.00 hours
• Written projects - 379.00 hours

Forum Expectations

We expect that students will spend 1 to 2 hours to post one initial message, one hour to read posts from 5+ students (presumes that a student doesn't read every post), and 60 minutes to post two reply messages. Forum grading will be based on the following items:

• Forum posts should be 150-250 words.
• Students must demonstrate comprehension of the material and achievement of the related learning objectives related to that forum.
• Students should demonstrate critical thinking and use outside material researched beyond the assigned readings.
• The goal of course forums is to have scholarly dialog among peers combining both the strengths of in-person class discussion and providing concise, professional quality writing (similar to a well thought-out academic or scholarly blog) and responding in a way that adds value to others writings.

The following is a sample grading rubric (from: http://www.ion.uillinois.edu/resources/otai/Examples/DiscussionQuestionExample.asp)

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Written Work
Except for Class Forum posts, all written assignments should be double-spaced using 11-point font and 1-inch margins, and include a relevant heading (name, date, assignment title), and subheadings where appropriate, which can be viewed in a Navigation Pane. Multi-page assignments should also include page numbers. Please correct spelling and grammatical errors before submitting all assignments. Spelling, grammar, and writing style will be taken into consideration in evaluating written work. Assignments should be submitted to the Course Dropbox within Moodle. Every assignment should carry a filename that MUST include your name (Student Name) and the assignment number, e.g. Jan_Smith_Minor1.doc

Written work must be reflective, balanced, scholarly analysis and be well-supported by references. Deep familiarity with the biblical text will be appreciated as will the ability to showcase extensive theological reading and reflection and to critically examine an issue from many points of view.

Very informal or highly opinionated writing styles will be severely penalized. Do not preach.

Late Policy
Coursework is scheduled over a seven-day week to provide structure for students residing on six continents. The weekly schedule begins on Monday at 12:01AM US ET (USA Eastern Time), and ends on Sunday at 11:59PM US ET.
• Assignments submitted more than 1 week late (after the following Sunday) will lose 1 letter grade (i.e. "A" becomes a "B")
• Assignments submitted more than 2 weeks late will lose 2 letter grades (i.e. "A" becomes a "C")
• All assignments and quizzes must be submitted by the week after the term ends or they will receive a failing grade
• Extensions: professors may grant an extension if the student has a prolonged sickness or major family crisis. The length of the extension is up to the professor’s discretion.
• Applications for extension must be submitted via the online extension request form at least 2 or more days before the due actual date. If an extension is granted, no other courses may be taken until that course is completed.

Week Eight is the last class session with assignments posted. All course work must be completed by the student and submitted to the instructor by Friday of the tenth week of the course. No credit will be given for work submitted after this date.

For more academic policies, please visit: http://www.cityvision.edu/cms/cv/academic-policies

This syllabus is subject to change without notice up until the first day of the semester.

About the Professor of Record:

Steven E. Brubaker currently serves as Director of Programs for the Sunday Breakfast Mission, Philadelphia, PA.

Work Experience

Chief Vision Officer, (Interim Executive Director, Jul 2012 – Feb 2013) Water Street Ministries, Lanc., PA, March 2009 – present

• Helped guide cultural change across the organization through vision-development/casting, facilitated discussion, training, etc.
• Led numerous discussions/trainings in the community around issues of poverty, homelessness, effective ministry, etc.
• Collaborated with a local ministerium to develop a mobile social worker model to partner with WSM and designed to help alleviate poverty in Southern Lancaster County
• Resourced all departments within the organization regarding a healing environment, ministry issues, etc.
• Aided various community and faith-based organizations in the development of vision and mission statements
• Cultivated numerous community and church relationships for the purpose of partnership and toward raising awareness of poverty and homelessness in the community and church pew
• Developed green papers on issues such as poverty and stewardship to guide organizational thinking/decision-making
• Provided general oversight to the Human Resources Department
Director of Residential Programs, Water Street Rescue Mission (Now: Water Street Ministries),
June 2002 – March 2009

- Facilitated development of organization-wide statements on core values, philosophies of ministry and rescue
- Wrote and facilitated an Audit Matrix Protocol to assess and align core values organization-wide
- Supervised staff for women, children, and men’s ministry
- Steered the move from rules-based to a grace-based program
- Guided the move from a Bible-only perspective in counseling to a Bible-above, integrationist model
- Integrated the Men’s and Women’s programs philosophically and practically
- Collaborated with the community to help establish a Community Day Shelter, Church-based winter shelter and the PIT count
- Served as interim director of the Lydia Center, a long-term program for women and children
- Mentored interns from local colleges
- Participated as a member of the core leadership team


- Set-up and administered an adult learning center
- Developed a follow-up program for adults as they transitioned out of the mission
- Established a legal clinic with 15 attorneys in coordination with the Jacksonville Christian Legal Society
- Developed internet curricula for homeless as supervisor of a Univ. of North Florida Student Nurses’ Practicum
- Developed an Alumni Association and Mentoring protocol


- Facilitated academic testing/assessment
- Cultivated a cadre of sixty local employers willing to engage with WSRM job seekers
- Initiated a mentoring program
- Established career training for potential employees and relationships with local employers
- Oversaw the learning and career center staff