

**Lewis & Clark College**  
**Graduate School of Education & Counseling**  
**Professional Mental Health Counseling &**  
**Professional Mental Health Counseling – Specialization in Addictions**  
**MHC 513: Theory and Philosophy of Counseling**  
**Syllabus Cover Sheet**

**Required Objectives:**

Professional Counseling Identity (CACREP 2016 Standards)

- 2h. strategies for identifying and eliminating barriers, prejudices, and the processes of intentional and unintentional oppression and discrimination
- 5a. theories and models of counseling

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C1b. theories and models related to clinical mental health counseling

Additional Objectives:

- Students will explore their own belief systems and compare them to the assumptions and belief systems in major schools of theories
- Students will learn the philosophical foundations of major theories and look at each theory from a critical perspective
- Students will demonstrate the ability to conceptualize a client within a systematically derived theoretical model
- Students will begin to formulate their own theoretical orientation and apply it to client issues
- Students will begin learning how to “translate” their own theoretical language into “objective and measurable” language

**Key Required Assignments/Student Learning Outcomes**

These assignments are required for the course, but will not be the only requirements/expectations.

The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments will be e-mailed to me (nsarcher@lclark.edu) or be evaluated in class as appropriate.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	Program Objective
Theories paper or Final Exam Benchmark score 80	Strong understanding of counseling theories. Score 90-95%	Basic understanding of counseling theories. Score 80-89%	Poorly understands theories. Score < 80%	Fails to understand theories. Score below 70%	Theory and Research to Practice: Develops an understanding of counseling theories and develops own theoretical orientation
Student e-mails paper in Word, Google Doc, or Pages format)					

MHC 513 Critical theory integration paper	Identifies areas in which traditional theories would need to be adapted and demonstrates several strategies for working with gender and gender spectrum issues, diverse populations, ethnic groups, and other non-dominant groups.	Identifies areas in which traditional theories would need to be adapted in order to work competently with gender and gender spectrum issues, diverse populations, ethnic groups, and other non- dominant groups	Begins to see that traditional theories would need to be adapted in order to work competently with gender and gender spectrum issues, diverse populations, ethnic groups, and other non- dominant groups	Does not see that traditional theories would need to be adapted in order to work competently with gender and gender spectrum issues, diverse populations, ethnic groups, and other non- dominant groups	Multicultural Competence: Students recognize limitations of theory and research to apply to all people and demonstrates awareness of need to adapt to individual client worldview, culture and social location.
Student e-mails paper in Word, Google Doc, or Pages format)					

### Methods of Instruction for this Course

<b>Instruction Method</b>	<b>Mark All That Apply</b>
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	
Individual Presentation	X
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other: Using other means of understanding, such as art and music, to compare aspects of theoretical approaches	X

**Instructor:** Natasha Archer

**Office Hours:** by appointment, arranged via e-mail

**E-Mail:** [nsarcher@lclark.edu](mailto:nsarcher@lclark.edu)

**Course Description** (*official catalogue*): Overview of counseling theories such as psychoanalytic, Adlerian, client-centered, cognitive-behavioral, multi-modal, Gestalt, feminist, existential, solution-focused, and brief therapy, as well as integrative approaches. Examines a wide range of theoretical perspectives and advocates professional knowledge of best practices. Students acquire knowledge of various counseling theories and critique their relevance to diverse populations and clinical situations. Students clarify their personal assumptions and learn how to explain their own theoretical stance. Issues of diversity and client matching are addressed throughout. (CACREP 5a, C1b)

**Prerequisite:** None.

**See course cover sheet for course objectives.**

### **CPSY Departmental Attendance Policy**

Class attendance and participation paramount your success in the course; each of you has something to contribute to our learning environment. As you develop your professional identity as a counselor, I encourage you to develop professional behaviors such as working towards deadlines, attentiveness to the class material and discussions, and engagement in our class. You are adult learners, making professional and personal decisions.

I encourage you to be involved in this course, participating to the best of your ability by coming prepared to discuss the material you have been asked that read that week, to use effective communication skills, and to directly express your ideas, needs, desires, conflicts, and / or relevant learning through your own life experience and / or work in the field. I realize that each student has their individual comfort levels with things such as talking / sharing at a large group level, and opportunities will be given for small group discussions, participation in the large group as a whole, through written assignments, and as such, your participation will be assessed on multiple levels. You will, as seen on the syllabus, be expected to speak / engage in front of the class at least three times; each student will be assessed on a case-by-case basis, but you are absolutely encouraged to go out on a limb and step out of established comfort zone for your own professional and personal growth. We are here to learn not only from the materials assigned, but from one another as well, and what you have to offer is valuable to the whole class.

Class attendance is expected and required. ***It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course.*** Missing more than ten percent of class time may result in failure to complete the class. *This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.)* In case of extreme hardship, and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

During first class, we can talk about class / discussion norms and expectations around language, engagement in discussion, as well as breaks, etc. Please feel free to provide you own feedback and ideas. We can also always go back and make changes as needed and ongoing discussions can occur.

### **Students with Disabilities Policy**

Lewis & Clark College is committed to serving the needs of students with disabilities. Professional staff in the office of Student Support Services ensure that students with disabilities receive all the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out Lewis & Clark College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information:

[http://www.lclark.edu/offices/student\\_support\\_services/rights/disability\\_policy/](http://www.lclark.edu/offices/student_support_services/rights/disability_policy/)

## Required Texts

Corey, G. (2007). *Theory and practice of counseling and psychotherapy* (10<sup>th</sup> ed.). Boston, MA: Cengage Learning.\*

Additional readings will be assigned and added to the class page in Moodle.

## Suggested Texts

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, DC: Author

\* any addition you can find will work for this course; please see me if you have an edition other than the 10<sup>th</sup> and are missing any of the assigned content [we'll review this in class as well]

## Course Assignments

**Treatment goals / treatment goals remix** (completed in class during CBT theory section): 5 points  
Submit a treatment plan from the class exercise from **your** theory according to the instructions given during the class exercise. Translate your treatment plan to CBT language. This assignment will be discussed more in-depth during class. Time to write out the treatment plans will be provided during class; students who do not complete it during class will take it home and bring in their final treatment plans the following week. Grading will be based upon the following:

### *Treatment goals using your own theory*

- Underlying issue (what you think is really going on at the deepest level)
- Long-term goal (if that underlying issue were all better according to *your* theory)
- Short-term goal (list one step towards the long-term goal)

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### *Remix: Translate the treatment plan above into "objective" (measurable) verbal/behavioral statements in language that is consistent with CBT-consistent theory*

- Presenting problem (what was the issue the client reported at first)
- Underlying problem (translate what you thought was the underlying problem into language that is consistent with CBT theory)
- Long-term goal (translate your long term goal into language that is consistent with CBT)
- Short-term goal (list one step toward long-term goal in CBT language)

### **Reflective papers:** 5 points

Two reflective papers will be required. These papers should follow the format described at the end of the syllabus. ***Part I of the paper will be due the second day of class, Part II will be due during the week of presentations.***

### **Client role-play:** 10 points

You will role-play a client for another student in the course. In designing your character, use a popular book, movie, poem, song, television show, painting, etc., which you know well and which might be known by several other students in the course. Your "therapist" will grade you on your participation

### **Client portfolio** (theoretical case conceptualization and application of theory-to-practice): 25 points

The client portfolio will have three sections. Each section should be clearly delineated, written in a clear and concise manner, and should dig deeper into the theory rather than remaining at a superficial level.

#### ***The THREE clear and differentiated sections should be divided as follows:***

- **Section One:** Write a detailed description / assessment of your client's issues *as viewed through the lens of the theory*. The primary goal is to apply the theory to your client.
- **Section Two:** Write a counseling plan/treatment plan *that uses the theory as a primary guide*. Model it after the treatment plan you did in class, stating the underlying (theoretically informed) issue, one long term goal which addresses the underlying issue and one short term goal. You do not need to do

the remix (i.e., you do not need to translate it into CBT theory)

- **Section Three:** Write a description of the creative intervention you will be presenting to the class and an explanation of how it is consistent with the theory you chose. Additionally, explain how the intervention can lead towards the short or long term goal.

**Creative intervention presentation and rationale for intervention presentation:** 25 points

Each student will give a **20-minute** presentation that applies a theoretically consistent intervention to their assigned “client.” Students will present a theory-based assessment or analysis or conceptualization of their “client” (i.e., the reason for this particular intervention) followed by a theory-based intervention to the class. Criteria for the presentation is as follows:

- Presentation of theoretically consistent assessment/analysis of the “client” is accurate, clear and engaging (think creatively!)
- Assessment (analysis / conceptualization) of the client is **communicated to the class** clearly and experientially so that they get a sense of the client from the perspective of the theory
- Intervention must be theoretically consistent
- It is evident to the class (through explanation or experiential activity) how the intervention is tied to the theory, i.e., how the theory and the theoretically-consistent intervention is informed by the theory
- Visual aids are clear, interesting, and help to communicate what you are presenting
- Audience is engaged and involved—**experiential activities are a plus** and **READING from notes are a big minus**.
- Presentation is completed within the allotted 20 minutes

**Theories Paper** (15 points) and **Critical Theory Integration Paper** (15 points) [this paper will be e-mailed to me in two separate parts]: This paper has two clear, differentiated parts that will be graded separately.

The first part is a research-based overview of your chosen theory (about 5 pages with 15 citations) written in *objective* language. Include a section that explains the theory’s perspective of what makes therapy work, i.e., what the central helping / healing dynamic is according to this theoretical perspective. The theory may be one that we cover during the course or may be a theory you have been interesting in exploring for yourself.

The second part is an assessment / critique of the same concepts you discussed in the first part using critical theory (about 5-10 pages). Think closely about the theory you wrote about and assess / critique it using the concepts and questions raised by critical theory (e.g. power relationships, race / class / gender / sexual orientation, privilege, oppression, voice, dominant culture, etc.) Use the critical theory handout as a guide to addressing these questions in your theory (CACREP 2h.).

**Grading:** This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook ([http://www.lclark.edu/graduate/student\\_life/handbook/registration\\_policies/index.php#system](http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)) and is the point equivalent of that grading scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, F = 0.0).

## Description of Reflective Paper

### Reflective Paper Part I (2 points):

This is an exploration of your own worldview and belief systems about counseling. Write, in depth and in detail, what you believe about the following concepts [outlined below]. Include an explanation of *why* you believe what you believe (i.e., if you believe that God created the self, why do you believe that? If you believe that counseling works because the counselor is smarter than the client, why do you believe that?) Suggested length is 5 pages, double-spaced. Please include your beliefs about:

- 1) Self / personality / self-structure (i.e. What is a self / personality? How is a self /personality created? Does the self exist as an individual? What is the role of context/community/others to the self? Is it pre-determined or not? What are values, and how do they relate to who you are?)
- 2) Why do you believe people come to counseling (e.g. issues, problems in living, mental illness, DSM 5 diagnoses, life trauma, etc.) and especially, what you believe causes or leads up to these problems, issues, etc.?
- 3) Why do you believe counseling works, or how does it help? What is a therapist's role in making counseling work? What do you think "changes" enough that things get better with counseling (e.g. thoughts, feelings, self-structure, behaviors)?

### Reflective Paper Part II (3 points):

Revisit the worldview you described in Part I. Do you still believe the way you did at the start of the course? Does your current belief system fit into any of the general or specific categories or theories that we addressed in class or that we read about? How well does it fit? If your belief system does not fit into any of the theories we discussed in class, do you know if there is an approach to counseling that does fit with your belief system? If so, name and describe it. The suggested length for this paper is 7 pages, double-spaced, as I would like you to go back and review your original paper, and address how / why, if anything changed, and how you expect to build upon these changes as you progress through the program.

## **Proposed / Tentative Course Calendar w/ Assignment Due Dates**

(for updated topics and readings, please check the course Moodle page *each Friday*) (CACREP 5a, C1b)

Please note, I prefer all assignments via e-mail at [nsarcher@lclark.edu](mailto:nsarcher@lclark.edu). I also prefer either Word, Google, or Pages format so that as the student, you are able to track my suggestions and changes for the document. Further note, we will discuss each of these assignments first day of class with an opportunity for questions. Ongoing questions are also allowed as class progresses. Please do not hesitate to either ask during class time or to e-mail me with questions or concerns.

### **09/10**

Discussion of your overall experience with and exposure to topics related to the study of theories of counseling so far, your feelings of embarking on this course, your thoughts / experiences with critical thinking, etc.

Creation of class norms

Review of syllabus and expectations for assignments

### **09/17**

#### **Person-Centered Therapy**

#### **Humanistic Approaches**

**Readings:** Corey - Person-Centered Therapy (Ch. 7)

Additional readings on Moodle page as applicable

### **09/24**

#### **Existential Therapy**

**Readings:** Corey - Existential Therapy (Ch. 6)

Additional readings on Moodle page as applicable

### **10/01**

#### **Gestalt Therapy**

**Readings:** Corey - Gestalt Therapy (Ch. 8)

Additional readings on Moodle page as applicable

### **10/08**

#### **Critical Theory / Feminist Theory (CACREP 2h)**

**Readings:** Corey – Feminist Theory (Ch. 12)

Also read Chapter 1, Critical Thinking and Critical Theory, of the Sensoy and DiAngelo text in your Intro class (the library should have a copy of this text if you no longer have a copy of this book)

### **10/15**

By this date, you will have scheduled a specific time to interview and assess your “client”, as well as to be assessed as a “client”.

These appointments should be during class time (e.g. 1:15, 2:15, 3:15). If your first appointment is not until 2:15, you do not need to come until that time.

When you meet, the client will pretend to be coming to therapy and will explain to the counselor who they are and everything that is going on. The counselor *may* have specific questions in mind (possibly theory-based questions) but in general, just listens and tries to get a good sense of the client. If the client is meant to be a child, then the child's parent or other guardian may be the person with whom the counselor speaks, at least for part of the time.

After the appointment, the counselor will investigate the client and possible theoretical approaches / lenses with which to look at the client as well. After a time, the counselor may wish to meet with the client (outside of class) again to ask follow-up questions, to clarify something for the treatment portfolio, etc. The client should be willing to meet with the counselor again as necessary; however, the counselor does not *have* to meet with the client again. The counselor may, at that point, simply imagine the intervention / therapy / growth / change / etc. and begin putting together the presentation as outlined in the syllabus.

Have fun!

**10/22**

**Behavioral Therapy**

*Readings:* Corey - Behavioral Therapy (Ch. 9)

Also see additional readings on Moodle page as applicable

**10/29**

**Cognitive Behavioral Therapy**

*Readings:* Corey - Cognitive Behavioral Therapy (Ch. 10)

Additional readings on Moodle page as applicable

We will be taking time to start / complete the Treatment / Remix project this clas

**11/05**

**Third-Wave CBT Approaches**

*Readings:* See posted readings on Moodle page

**11/12**

**Psychoanalytic / Psychodynamic Theories (incl. Jungian Theory, Object Relations, Brief Psychodynamic Therapies, Contemporary Psychoanalytic Theory)**

*Readings:* Corey - Psychoanalytic Therapy (Ch. 4)

Additional readings on Moodle page as applicable

**11/19**

**Adlerian Therapy**

*Readings:* Corey - Adlerian Therapy (Ch. 5)

Additional readings on Moodle page as applicable

Guest speaker

**11/26:** Presentations

**12/03:** Presentations

**12/10** Presentations