



LEWIS & CLARK COLLEGE  
**GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

**AT 501-02: THEORIES OF COUNSELING AND PSYCHOTHERAPY  
FALL 2023**

When: Thursdays, 1:00 pm – 4:15pm

Where: Rogers Hall, Room 220

Instructor: Justin Rock, LPC

Office Hours: By Appointment

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**CATALOG DESCRIPTION**

This course presents the history, theories, principles and techniques of counseling theories and their applications in professional settings. (3 Credit hours =45 contact hours)

**COURSE DESCRIPTION**

We will explore key theorists who have made a significant contribution to the counseling field. This course will focus on learning the central theories/strategies of the counseling field. We will be examining each theory for its fundamental tenets, strategies, contributions to the field and shortcomings. A special focus will be on examining how theories/strategies are applied to diverse situations and a variety of clinical problems.

**CAAHEP STUDENT LEARNING OUTCOMES**

SLO-C - Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.	
SLO-E - Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.	

**CAAHEP CONTENT AREAS**

Content Area	Description	Introduced or Reinforced	Method
J.K.4	Understand neuroscience theory as applied to art therapy interventions	Reinforce	Papers
J.S.5	Describe applications of neuroscience theory and research to art therapy practice	Introduce	Papers

k.K. 1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive behavioral, systemic	Introduce	Lecture, discussion demonstration, reflections and papers
k.S.1	Apply theory to practice through case analysis or critique of clinical scenarios	Introduce	Discussion and paper
k.A.1	Recognize the implications of applying theoretical foundations to therapeutic practice	Introduce	Discussion, reflections and paper

**Required Books:**

Halbur, D. & Halber, K. (Developing Your Theoretical Orientation in Counseling and Psychotherapy (4th Edition) (What's New in Counseling) 4th Edition

Kottler, J. & Montgomery, M. J. (2019). Theories of Counseling and Therapy: An Experiential Approach 3rd Edition. Cognella Publisher

Hogan, S. (2016). Art Therapy theories: A critical introduction, Abingdon, Oxon ; New York, NY: Routledge

Required Articles:

In moodle

Required art supplies- art kit provided by program, students may supplement as needed

Required computer, internet connection, headphones

**NONDISCRIMINATION STATEMENT**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulation

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

## SPECIAL NEEDS/ACCOMMODATIONS

*If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

## TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch videos clips, engage in group learning tasks, and participate in role-play demonstrations.

## CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. 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. Students are expected to be on time to class and tardiness may be seen as an absence that requires make- up work.

## DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

## CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

## CLASS PREPARATION

You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

## ASSIGNMENTS AND COURSE REQUIREMENTS

Because of the skill development nature of this course, it is required that students complete **ALL** assignments to pass this class.

## EVALUATION AND GRADING

Class participation	15 points
Weekly activity posts	20 points
Compare & Contrast Paper	35 points
Theoretical Orientation Presentation	30 points

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

*NOTE: All assignments must be turned in at the beginning of class (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late.*

## ASSIGNMENTS

### Attendance and participation in all classes (15 points)

PUNCTUALITY, INTERNET ETIQUETTE & PARTICIPATION – 10 POINTS TOTAL ( <i>per day</i> )			
	No Pass	Satisfactory	Exemplary
<b>Punctuality &amp; Internet Etiquette</b>	<b>(0 points)</b> Not present for class or camera not on during class time and/or 10+ min late for class	<b>(3 points)</b> ≤ 5 min late for class, and has camera on during class time	<b>(5 points)</b> On time for class, return from breaks on time, and has camera on during class time

<b>Participation</b>	<b>(0 points)</b> No active participation	<b>(4 points)</b> Participation is sufficient for thoughtful dialogue that relates to the discussion, active participation in group activities, and completion of in-class assignments	<b>(5 points)</b> Participation is engaging for thoughtful, insightful and meaningful dialogue that relates to the discussion. Strong self-awareness is demonstrated in the ability to speak up more, if regularly quiet, or to speak up less, if regularly outspoken. Being cognizant of held privileges and the amount of “space” taken during class discussions/activities. There is active participation in all group activities, and completion of all in-class assignments
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### Weekly activity engagement (20 Points)

Each week students will engage in activities or prompts that are expected to be completed before the start of the class. You also will be working in small groups with your peers developing a glossary of terms and completing a matrix map of counseling theories.

	<b>Weekly Activity posts</b>	<b>Possible points</b>
k.K.1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive behavioral, systemic	5
k.A.1	Recognize the implications of applying theoretical foundations to therapeutic practice	5
	Complete all asynchronous activities prior to the start of class	5
	Works effectively with peers to collaborate in learning process	5
	<b>Total points</b>	<b>20</b>

Theories matrix google sheet

[https://docs.google.com/spreadsheets/d/1kMkz4-u0DGWBuj7vgpkLX\\_3ihE8i5ilrHPRIxOCHG7g/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1kMkz4-u0DGWBuj7vgpkLX_3ihE8i5ilrHPRIxOCHG7g/edit?usp=sharing)

Case conceptualization paper (8-10 pages) (35 Points) Final Due Week 12

Select a case study you would like to apply your therapeutic theory to. Your paper will be based on the individual and presenting problem described in the scenario. This case conceptualizations paper will allow you to explore two theories. This will be quite helpful in choosing your counseling approach and developing your counseling style. Please include the following in your paper:

Discussion of the client's presenting problems and opportunities for change as shaped/influenced by their social location, e.g., intersecting identities, societal systems of power and privilege, culture, etc.

Application of two counseling models to the situation, including goals from the perspective of each model. Make sure to identify major model concepts and the specific techniques you would use if you were the counselor in the situation described. Make sure you demonstrate a deep working knowledge of both models.

A contrast and comparison of your two chosen counseling models. Discuss how each of the models might fit or not fit for the client. What would the therapist need to know about the client and need to do to increase the fit and applicability of each model?

You are required to use a minimum of four additional articles in your case conceptualization paper.

Paper is to be written in APA format (7<sup>th</sup> edition) and not to exceed 10 pages, not including cover page and references.

	<b>Case Conceptualization Paper Final</b>	<b>Possible points</b>
J.K.4	Understand neuroscience theory as applied to art therapy interventions	2
J.S.5	Describe applications of neuroscience theory and research to art therapy practice	2
k.K.1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive behavioral, and systemic)	5



k.S.1	Apply theory to practice through case analysis or critique of clinical scenarios	4
k.A.1	Recognize the implications of applying theoretical foundations to therapeutic practice	4
	Professional appearance and writing of paper (APA style, spelling, sentence structure, etc.)	5
	Accuracy and thoroughness of referencing the literature	4
	Clarity in explanation of the models you are applying including main concepts, application to case example, goals, and specific interventions	5
SLO-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.	2
SLO-E	Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.	2
	Total points	35

### Theoretical Orientation Presentation (30 points) Weeks 13 & 14

You will complete a theoretical orientation presentation which identifies and explores one or two theories in relationship to your own values, beliefs, and attitudes. Additionally, you will critique the theory or theories that resonate with your values, beliefs, and attitudes by using critical theory (e.g. power relationships, race / class / gender / sexual orientation, privilege, oppression, voice, dominant culture, etc.) as a guided source for critiquing your chosen theory or theories.

Use the critical theory resources provided in Moodle or in class. Presentation should be prerecorded using Adobe Spark, Loom or Zoom.

The presentation should meet the following criteria:

- Minimum 7 minutes, but not more than 10 minutes in power point format; A basic summary of your own perspectives related to the nature of people, the nature of problems and the nature of change (see questions below);
- A rationale connecting your own thoughts to a chosen existing theory

- Describe your theory in detail including a summary of the history, historical figures, foundational principles, counselor/client relationship, inclusion, multicultural, and social justice considerations.
- Synthesize your own beliefs with your chosen theory. Explain how your chosen theory works and doesn't work for you and your identified ideas. Make connections.
- Identify several personal and pragmatic strategies for utilizing or adapting this theory to serve diverse, non-dominant groups, underserved populations, ethnic, gender, gender diverse Incorporate a minimum of 5 original sources (peer reviewed articles and one book)

**In considering your own perspective, consider utilizing some of the questions below as a means of better understanding your personal theoretical orientation:**

1. Which theory or theories most closely fits your view of human nature?
2. Are people essentially born pure or born savage, and what role does socialization play?
3. How do the various theories fit with your personal values?
4. Which theory (or theories) provide the most accurate map of reality, as you perceive it?
5. Which seems to most closely capture your own worldview?
6. Which theory (or theories) most closely match your own belief about how change occurs in peoples' lives?
7. Which is most important: changing emotion, cognition, or behavior?
8. What life experiences shaped the beliefs and values that lead you to prefer one theory to another?
9. Which theory fits best with your personality and style of interaction?
10. Which theory most closely fits your view of human development and history?
11. How necessary is it to understand the past when trying to bring about change?
12. Do some theories fit better for work with children? Adolescents? Adults? Why?
13. Is there one theory that you feel captures "the truth"? Why?
14. Which theory (or theories) do you see as having the broadest cultural applicability?
15. How has your worldview shifted as a result of studying these theories?
16. What are the pros and cons of theoretical orientation vs. theoretical integration vs. theoretical purity?
17. What have you learned about yourself through your reaction to the theories?

**\*\* Beliefs** are assumptions and convictions we hold to be true based on past experiences. **Values** are worthy ideas based on things, concepts, and people. **Attitudes** arise out of core beliefs and values we hold internally. Behaviors are how these internalized systems (**beliefs, values, and attitudes**) are expressed. \*\*

Category/Criteria	Possible Points	Points received
Summary of your own perspectives related to the nature of people, the nature of problems and the nature of change (use reflection questions from the Halbur & Halbur Textbook as a resource); Rationale connecting your own thoughts to a chosen existing theory.	5	
Thorough description of theory: history, key historical figures, foundational principles, counselor/client relationships, broad and specific multicultural considerations	5	
Provide synthesis and analyze of this theory. Identify strengths, weaknesses, and discuss how your chosen theory fits with your original ideas. Critique (the good, bad, ugly) of your chosen theory	5	
Identify personal and pragmatic goals for applying this theory. How will you use this new information in your upcoming practice?	5	
Student applies principles of human development, artistic and creative development,	5	

human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients. (SOL J)		10
Presentation is articulate, well organized, written to APA guidelines. Writing is free of grammatical, spelling or punctuation errors and transitions are smooth.	5	
Total points	30	

## Outline for AT 501 Theories of Counseling in Art Therapy week by week

### Sketch of class time break down

15 min Check-in, business, and agenda for the day  
 30 min Lecture  
 45 min Group Activity  
 15 min break  
 30 min Large Group Discussion  
 35 min independent/small group work  
 25 min Q&A

### On campus

- All students need working laptop.
- Bring your art supply kit to class

### On zoom:

- Cameras ON (off to step out or if background distraction comes up)
- Mute ON (unless speaking)
- Glitching? Sign out and sign back in.
- Use CHAT function to alert me of issues.
- Take turns talking (be aware of other potential speakers)
- Listen and respond to each other (use names when appropriate)
- Be mindful of on camera/muted talking
- Try to arrange your screen to best convey active listening.
- Engaged and Active--we make the class for each other!

## COURSE SCHEDULE

Class Date	Class Topic	Readings and Assignments
Week 1	<b>Class overview:</b>  Orientation, structure, introductions, expectations, community building, technology	<b>Read and Reflect</b> 1. Moodle: From Safe Spaces to Brave Spaces Article 2. Moodle: Developing Self-authorship in Graduate School Article 3. Moodle: The Soul of Therapy: The Therapist's Use of Self in the Therapeutic Relationship Article
Week 2	Overview of Models- (Categorized) Approach epistemologies  <b>Modern, critical, and post-modern/ social constructivist models</b> Foundational concepts	<b>Read and Reflect</b> 1. Moodle: Third Order Thinking article Cultural Humility article Conceptualizing Thinking article 2. Moodle: Microaggressions and Perceptions of Cultural Humility Article 3. Conceptualizing Counseling Article 4. Kottler & Montgomery - Ch 1&2
Week 3	<b>Modern Theories:</b> Psychodynamic/Object Relations/ Group	<b>Read and Reflect</b> 1. Hogan - Ch 3 2. Kottler & Montgomery - Ch 3&4 3. Halbur & Halbur - Ch 1

Week 4	Jungian/Adlerian/Gestalt	<b>Read and Reflect</b> <ol style="list-style-type: none"> <li>1. Moodle: Innovative Methods article</li> <li>2. Moodle: Dev Personal Theory article</li> <li>3. Halbur &amp; Halber - Ch 2, 3, &amp; 4 (Psychodynamic School of Thought)</li> <li>4. Hogan - Ch 4 &amp; 5</li> </ol>
Week 5	CBT/DBT/ACT	<b>Read and Reflect</b> <ol style="list-style-type: none"> <li>1. Moodle: Deconstructing Privilege article</li> <li>2. Moodle: Drawing Out Shame Article</li> <li>3. Hogan - Ch 4</li> <li>4. Kottler &amp; Montgomery - Ch 5 &amp; 7</li> <li>5. Halbur &amp; Halber - Ch 4 (Behavioral School of Thought, Behavioral Therapy, Cognitive Behavioral Therapy, Rational Emotive Behavioral Therapy, and Rational Emotive Behavioral Therapy)</li> </ol>

Class Date	Topic	Readings & Assignments Due
Week 6	<b>Existential/Humanistic/Experiential</b>	<b>Read and Reflect</b> <ol style="list-style-type: none"> <li>1. Moodle: Existential Psychotherapy: An Introduction article</li> <li>2. Moodle: A Baker's Dozen Article</li> <li>3. Kottler &amp; Montgomery - Ch 6 (stop on pg. 154)</li> <li>4. Hogan - Ch 6</li> <li>5. Halbur &amp; Halber (Humanistic School of Thought, pg. 70-77)</li> </ol>
Week 7	<b>Family Systems Systemic: Bowenian, Structural, Strategic, and Satir</b>  Beyond individual therapy- systemic theory	<b>Read and Reflect</b> <ol style="list-style-type: none"> <li>1. Moodle: Critical Genogram article</li> <li>2. Kottler &amp; Montgomery Ch 8 &amp; 10 (Strategic, pg. 268-273)</li> <li>3. Halbur &amp; Halber - Ch 4. (Family Approaches School of Thought, pg. 95-100)</li> <li>4. Hogan - Ch 10</li> </ol>
Week 8	<b>Art Making Day</b>	<b>Read and Reflect</b> <ol style="list-style-type: none"> <li>1. Hogan - Ch 7</li> </ol>

Week 9	<b>Family Systems - Narrative, Solution Focused, and Emotionally Focused Therapy</b>	<b>Read and Reflect</b> <ol style="list-style-type: none"> <li>1. Kottler &amp; Montgomery - Chapter 9 (pages. 230-239) - Narrative</li> <li>2. Kottler &amp; Montgomery - Chapter 9 (pages. 247-253) - Solution Focused Therapy</li> <li>3. Halbur &amp; Halbur - Chapter 4 (pg. 91-94)</li> </ol>
Week 10	<b>Critical Social Theories: Feminist Art Therapy, Relational Cultural Theory, Post Modern Theory, and others.</b>	<b>Read and Reflect</b> <ol style="list-style-type: none"> <li>1. Moodle: Feminist Art Therapy article</li> <li>2. Moodle: Black Mental Health Workforce Survey</li> <li>3. Kottler &amp; Montgomery Ch 9 (pg. 239-254)</li> <li>4. Halbur &amp; Halbur - Ch 4</li> <li>5. Hogan - Ch 9</li> </ol>

Class Date	Topic	Readings & Assignments Due
Week 11	<b>Neuropsych/ Integrative: EMDR, Polyvagal, Motivational Interviewing, Mindfulness</b>	<b>Read and Reflect</b> 1. Moodle: Polyvagal Theory article 2. Moodle: Therapeutic Relationship in EMDR Therapy 3. Moodle: Sensorimotor Processing Therapy 4. Kottler & Montgomery Ch 11
Week 12	Integration of Theories  *Final Paper Due*	<b>Read and Reflect</b> 1. Kottler & Montgomery - Ch 13 2. Hogan - Ch 8
Week 13	Theories presentations Theories game	
Week 14	Theories presentations Evaluation Theories game, Wrap up,	<b>Wrap up, share papers, evaluation</b>