

MHC 513 Theory and Philosophy of Counseling

Summer 2014

5/8/2014 - 8/31/2014

Thursdays 5:30 – 8:45

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Welcome to our class. I am grateful to be on this learning journey with you. Exploring together, I believe this course will help us examine and deepen your knowledge of counseling theories and begin to help you formulate some context around your own ways of working with diverse people in various counseling settings. I invite you to bring your experiences and ideas to our class and stay open to opportunities for deep learning, self-reflection, collaboration and discourse. Together, I am hoping we build an authentic learning community by creating an atmosphere that fosters open and respectful communication. At the same time, I hope to cultivate a curious and dynamic examination of counseling theories as we courageously address the strengths and limitations of our course content.

Course text: Corey, Gerald (2013). *Theory and Practice of Counseling and Psychotherapy*, 9th Edition. Belmont, CA: Thomson.

ISBN-10: 0495102083, ISBN-13: 9780495102083 (may use 8th edition as well)

Readings: There will be weekly supplemental readings posted/distributed by Friday for the following week's class.

Objectives: Students will

1. Develop a strong foundation and awareness of diverse counseling theories
2. Demonstrate knowledge of different theoretical counseling interventions.
3. Demonstrate the ability to conceptualize a client within a systematically derived theoretical model(s).
4. Demonstrate an understanding of issues and considerations associated with human diversity as applied to theory
5. Understand one's own value systems and the impact on therapeutic work.
6. Begin to formulate one's own theoretical orientation and apply it to client issues.
7. Demonstrate the application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches
8. Use diagnoses and diagnostic tools, including the DSM, as appropriate to the theory
9. Ethical and legal considerations related to theory

Purpose

This class is designed to be an introduction and overview of the dominant theories and practices in the practice of counseling and psychotherapy. While most of the major theories of counseling will be covered, particular emphasis will be given to contemporary approaches. Selected topics, controversies and philosophical issues in the field of counseling will be explored and discussed. Students will be encouraged to view theories and the treatment process in its cultural context, not only as a counselor, but from the point of view of the client, as well.

Upon completion of the course, students should be able to employ a collaborative, integrative, and contextual approach to understanding and alleviating persistent difficulties of children, adolescents and adults. Students will be able to describe and apply a variety of theoretical frameworks while understanding theoretical integration and the need to fit our theories to each client rather than try to fit clients into our theories. Students will come to appreciate the socially constructed nature of theory, to understand the impact of a particular theoretical orientation in determining and limiting how we view and respond to the problems of clients, and to discern the differing worldviews that are implicit in competing theories. Modes of integration will be discussed including common factors, technical eclecticism and theoretical integration. Secondary goals are to stimulate critical thinking and discussion, promote self-exploration, and to have fun.

Week	Class date	Due	Readings for next week
1	5/8/14 Please read chapters 1 & 2 before class	Read syllabus and send questions to instructor Introductions, class norms Counseling theories	Chapters 4 and 15 Posted reading
2	5/15/14	Nature of people, problems and change Psychoanalytic Theory	Corey Chapter 5/6 Posted reading
3	5/22/14	Chapter 5/6 presentation Adlerian Theory Existential Theory	Chapters Corey 9 Posted reading
4	5/29/14	Chapters presentation Experiential Theories Behavior Theory	Posted reading
5	6/5/14	TBD 2 Article/Chapter reviews Due	Posted reading complete self-assessment
6	6/12/14	Self - assessment Partner work Personal Reflection Paper Due	Chapter 7 Corey Posted reading
7	6/18/14	Chapter presentation Person Centered Theory	Chapter 8 Corey Posted reading
8	6/26/14	Chapter 7 presentation Gestalt theory	Chapter 10 Corey Posted reading
9	7/3/14	Chapter 10 presentation Cognitive Behavior Theory Case Conceptualization Due 7/6	Chapter 11 Corey Posted reading
10	7/10/14	Chapter 11 presentation Reality/Choice Theory	Chapter 12 Corey Posted reading
11	7/17/14	Chapter 12 presentation Feminist Theories	Chapter 13 Corey Posted reading
12	7/24/14	Chapter 13 presentation Postmodern Approaches 2 Article/Chapters Due	Posted reading Chapter 3
13	7/31/14	IPNB Ethics Theoretical Orientation Paper	

All assignments should be submitted by midnight on the date they are due. Assignments submitted after the day they are due will be graded with a 10% reduction.

Please create a folder with your name and MHC 513 on it in your G drive and share it with me. Use this drive to upload your papers and share with me for grading. Thank you.

Evaluation:

Grading will be based on the combined scores of all assignments and class participation.

Grading will be weighted as follows:

- | | |
|----------------------------------|-----|
| 1. Professional participation | 20% |
| 2. Case conceptualization | 10% |
| 3. Written reflection | 10% |
| 4. Theoretical orientation Paper | 20% |
| 5. Theory presentation | 20% |
| 6. Articles and chapter reviews | 20% |

Total possible 100 points

Grading scale:

93 -100 = A

90 – 92 = A-

87 – 89 = B+

84 – 86 = B

80 – 83 = B-

77 – 79 = C+

74 – 76 = C

70 – 73 = C-

Below 70 = F

Note: 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 the Albany Quadrangle (x7156). 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

Professional participation

Class attendance and participation is a critical factor to your success in the course. As you develop your professional identity as a counselor, I encourage you to subsume professional behaviors such as timeliness, attentiveness and engagement in the class. You are adult learners, making professional decisions. I encourage you to be involved in this course participating to the best of your ability, use effective communication skills, and directly express your ideas, needs, desires, conflicts, and/or relevant learning.

We will have initial and ongoing discussions around acceptable class norms, breaks, etc. I appreciate your honest input and continued engagement in this process.

Any missed class time will be made up by completing extra assignments designed by you and 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). ***It is important to note that although you will be expected to make up missed course content, a missed class will lower your ability to earn full professional participation points.***

Paper format:

All papers should be written in APA format, 6th Ed. There is no need for an abstract for any of your papers. If the paper includes a personal reflections, please feel free to use the

pronoun, I. Otherwise, papers should be kept in the 3rd person, formal.

A note about titling your papers for submission: Please use the following format

Lastnamefirstinitialpapername.doc

Example

Schmidtsreflection.doc

(this significantly helps my recordkeeping and efficiency, thank you!)

Article and Chapter Reviews

You will submit a total of 4 article and/or chapter reviews throughout the term. Please choose, at your discretion, 2 articles and 2 chapters to write a 500 word brief review with a short reflection (what was the article/chapter about and what did it mean to you?). Please do not choose the chapter you are responsible for presenting. Otherwise, feel free to choose and submit any combination of the 4 reviews. Please submit 2 reviews before Each review is worth 5 points for a total of 20.

Personal Reflection

This paper will be the beginning of your final theoretical orientation paper. Spend some time reflecting on what you believe about people and human nature, problems, and how, when and why change occurs (outside of the counseling office). Write a personal reflection on these ideas. This paper will be the introduction to your final theoretical orientation paper.

This paper is an exercise in reflection and self-examination, and will help you eventually to learn deeper about theories. Theory is not value neutral. Every theory contains embedded assumptions about human nature, how and why problems occur and the process of change. Some theories assume people are born primitive, driven by dark forces, until civilized through socialization (psychoanalytic), while other theories assume that we are born in a state of purity until corrupted by society's dictates (Gestalt). Some theories assume that change occurs when feelings shift (person centered), some when thinking is altered (cognitive), and some when external contingencies are changed (behavioral). Some theories see reality as fixed and observable (family systems) while other see reality as shifting, socially constructed, and context dependent (narrative, solution focused). Some theories include developmental assumptions and see history as essential (psychoanalytic) and some contain no developmental assumptions and stay focused in the present (behavioral, solution focused). Within some theories, the therapist is very non-directive while others call for the therapist to be very active and directive.

In this paper, you will not be graded for your reflections and opinions, rather than your ability to formulate and articulate well developed ideas about the nature of people, problems and change.

Case Conceptualization/Case Study

❖ **FORMAT**

- Typed, single spaced, 1 inch margins, 2-3 pages
- Report should have 5 parts: History, Theory, Techniques, Ethics, Prognosis

❖ **History**

Client Information

- Use a fictional character from a book or film

❖ **Some relevant information you might include in the history are:**

- Presenting Concern/Referral
- Briefly describe pertinent information about the client
- Age/grade (Year and months of both)
- Developmental Concerns/issues
- Family History/Cultural/Social/Religious/Financial Factors
- School Situation, Type of class and school
- Friends/Neighborhood/Out of school activities
- Physical Conditions/Medication
- Counseling History
- Support Systems

❖ **Theory**

- Give a brief overview of a theory you think would be appropriate to use as a lense for viewing this client.
- Support the appropriateness with this client

❖ **Techniques**

- Explain two techniques (related to your choice of theory and addressing client issues), how you would use them and why they would be appropriate with the client

❖ **Ethical Dilemmas**

- Discuss ethical concerns that might arise with this client (you may have to fabricate these)

❖ **Prognosis**

- Discuss your view of the effectiveness of this theory and treatment. Given the overall history and related factors what do you predict is the prognosis for your client?

Theoretical Orientation Paper

Think about the theories we have studied so far and think about your personal beliefs, values and assumptions. The following questions are intended to stimulate your thinking. Do not be limited by these questions, but do allow them to guide your thoughts and reflections when connecting with theories.

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

As you consider the content of the various theories and through your own self-reflection, you will begin to formulate your own theoretical orientation. For now, chose to explore one or two theories in relationship to your own theoretical foundation. Write a 12-15 page paper (inclusive of your title page and references) detailing your own beliefs and thoughts and connecting them to one theory. You will deeply explore this theory and your beliefs throughout your paper. This paper should include:

1. A basic summary of your own perspectives (see questions above) related to the nature of people, the nature of problems and the nature of change (This was your initial reflection paper)
2. A rationale connecting your own thoughts to a chosen existing theory or (2) theories
3. Describe this theory in detail including a summary of the history, historical figures, foundational principles, counselor/client relationship, inclusion and multicultural considerations
4. Synthesize your own beliefs with your chosen theory(ies). Explain how your chosen theory works and doesn't work for you and your identified ideas. Make connections.
5. Complete your paper with identifying personal and pragmatic goals for applying this theory and your new learning.

Scoring Rubrics for Theoretical Orientation Paper:

Category/Criteria	Points Possible	Points Rec'd
Summary of your own perspectives related to the nature of people, the nature of problems and the nature of change (with feedback incorporated from your personal reflection paper)	2	
Rationale connecting our own thoughts to a chosen existing theory	3	
Thorough description of theory: history, key historical figures, foundational principles, counselor/client relationships, inclusion and multicultural considerations	6	
Provide synthesis and analyze how your chosen theory(ies) fit with your original ideas. Critique (the good, bad, ugly) your chosen theory	3	
Identify personal and pragmatic goals for applying this theory. How will you use this new information in your upcoming practice?	2	
Use of written language, adherence to format, structure and guidelines, transitions are smooth and seamless	4	
Totals	20	

Theory Presentation

You will work alone or with a partner to create an in-class presentation of about 30-40 minutes introducing one of the theories we will be discussing. The grade for you and your partner will serve as each individual's grade. The scheduling of presentations and the matching of students to a theory will occur in the first class. The presentation must include, but is not limited to, the following:

1. Discussion of the origin and history of the theory.
2. The basic framework and concepts underlying the theory.
3. The therapeutic practices and techniques that arise from the theory.
4. The explanation of how change occurs within this framework.
5. The role of the counselor within the theory.
6. The developmental scheme and etiological assumptions implicit in the theory (if any).
7. A discussion of the theory's applicability with members of non-dominant social and cultural groups.
8. A critical discussion of the strengths and weaknesses of this approach.
9. Question and answer period.

Teams are expected to present theories as one voice, in a professional, organized and thorough manner. The entire team is responsible for both the presentation and content. Should one group member not be available for the presentation, this group member will not be graded.

The presentation should include visuals, handouts or other illustrative materials. If you use slides or Power Point, please share a copy of your visuals and/or presentation prior to class on our G-drive. You are expected to do substantial outside research in preparation of your presentation including the use of primary sources. ***You will need a minimum of 4 original sources for your research.***

Please include a reference list citing your references, with the material you distribute at your presentation. Your grade will be partially based on how well you are able to engage and hold the interest of your audience. Creativity, humor, and multi-media are all encouraged.

Scoring Rubric for Group Theory Presentation

Theory _____

Members:

1.

2.

3.

Category/Criteria	Points Possible	Points Rec'd
Professionalism - Presentation provided clear learning objectives and met these objectives. Presentation was presented in a professional manner, used time wisely, and included professional handouts and/or audio/visual media, to enhance learning.	4	
Completeness - Presentation was organized, thorough and complete. Presentation was 'seamless' with coordinated and smooth transitions.	4	
Creativity - Presentation had impact. It held attention, remained focused and made strong points "stick". Presentation had elements of creative and engaging learning.	4	
Content - Presentation included Historical and key theory figures. Included foundational information related to nature of people/problems/change and relationship. Presentation included depth of theory information, cultural considerations, and common interventions.	8	
Total points	20	

0 – 4 scale

0 = presentation did not meet criteria

1 = presentation slightly met with major gaps

2 = presentation met criteria

3 = presentation met criteria well

4 = presentation met this criteria with excellence

Comments:

CACREP objectives/student learning outcomes: Students will gain an understanding II.K.2.a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;

- II.K.2.e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- II.K.5.b. essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- II.K.5.c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- II.K.5.d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
- II.K.7.h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- II.K.8.a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,
- C7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

Congratulations! You have made it this far! A little about me...

My name is Suzanne and I have 20+ years in various counseling roles. I have worked as a Middle school and High school counselor, and in residential and day treatment programs, with children, adolescent and adults. I have worked in acute mental health, substance abuse and short-term settings. I have 10 years experience in higher education, advising and teaching. Currently, I work full time at Portland Community College. In addition to teaching for Lewis and Clark, I have taught for 8 years as an adjunct instructor for OSU in Bend, OR.

I have two children, a 13 year-old daughter in 8th grade and a 17 year-old son who is a senior. They are both active in sports and other activities, which keeps me very busy. We enjoy travelling together and watching old episodes of the Big Bang Theory. I try to get out and hike our beautiful trails every once in a while and enjoy gardening and yoga as well. Oh, and I'm more than half way through completing a Doctorate in Educational Leadership.

I look forward to working together and getting to know you as we journey forward through this term.