

## Lewis & Clark College, Professional Mental Health Counseling Program MHC 513--Theory and Philosophy of Counseling--Syllabus Cover Sheet

### Required Objectives:

#### Professional Identity Standards (CACREP 2009 Standards)

- 2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- 2f. counselors' roles in eliminating biases, prejudices, and processes
- 5d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

#### Program Defined Objectives (CACREP 2009 Standards)

- 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 one's 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 are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.**

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	Program Objective
Theories paper or Final Exam Benchmark score 80	Strong understanding of counseling theory and/or clearly articulates worldview and fit to counseling theory Score 90-95%	Basic understanding of counseling theories and/or articulates own worldview Score 80-89%	Poorly understands theory Score < 80%	Fails to understand theory: Score below 70%	Theory and Research to Practice: Develops an understanding of counseling theories and develops own theoretical orientation
Student uploads paper					
MHC 513 Critical theory integration paper	Identifies areas in which traditional theories would need to adapt and demonstrates several strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.	Identifies areas in which traditional theories would need to adapt in order to work competently with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant	Begins to see that traditional theories would need to adapt in order to work competently with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups	Does not see that traditional theories would need to adapt in order to work competently with gender and gender spectrum issues, diverse populations, ethnic 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 uploads paper					

CPSY 513

Theory and Philosophy of Counseling

Fall 2015

Stella Beatriz Kerl-McClain, Ph. D.  
 Rm 328 Rogers Hall  
 503-768-6077 (office)  
 503-841-0333 (cell)  
[sbk@lclark.edu](mailto:sbk@lclark.edu)

Office hours:  
 Mon. 12:30-3:00  
 Wed. 12:30-1  
 and other times as arranged by email

Office hour appointments must be scheduled with me in advance and confirmed. This means I have replied to your emailed request with an invitation for a meeting on Google calendar.

***Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings, site visits or other appointments during those times.***

**Catalog description:** 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. Prerequisite: None.

*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.*

**Required texts:** Corey, Gerald (any year). Theory and Practice of Counseling and Psychotherapy, Any Edition. Belmont, CA: Thomson.

***Links to additional required reading will be posted to Moodle***

### **Course requirements:**

1. 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.
2. Submit a treatment plan from **your** theory as well as a translation of this treatment plan to CBT language (10 points). This assignment will be discussed in more 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 as follows:
  - Treatment plan according to your own theory
    - Underlying issue (what you think is really going on at the deepest level): 2 points
    - Long term goal (**address what you believe is the underlying issue**): 2 points
    - What would you see/how would the client be different if the long term goal were achieved? 2 points
    - State how this looks in one sentence in a way that is measureable: 1 point

-----

Treatment Plan translated into CBT language (translate the treatment plan above into “objective” (measurable) verbal/behavioral statements

Presenting problem (this does not need to be objective/measurable): 1 point

Underlying problem (this needs to be consistent with CBT): 1 point

Long term goal (use objective/measurable statement): 1 point

4. Two reflective papers will be required (5 points total for both papers). 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.**
5. Client role-play (5 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 give you up to 4 points for your participation.
6. Creative 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 of their “client” followed by a theory-based intervention to the class.  
The presentation is worth 16 points:
  - 4 points for the quality of the theoretically consistent assessment/analysis of the “client”
  - 4 points for the quality in which this assessment **is communicated to the class** (i.e., how well does the class understand your client from the perspective of the theory?),
  - 4 points for quality of your theoretically consistent intervention
  - 4 points for the quality in which the intervention **is communicated to the class** (i.e., how well does the class/me-as-audience understand your intervention and how it fits into the theory you are using?)
  - 4 points for the clarity/quality of any visual aids
  - 4 points for style/engagement/creativity during your presentation—especially NO READING.
  - 1 point for completing the presentation within the allotted 20 minutes
7. Theoretical case conceptualization and application of theory-to-practice) —25 points total. The paper 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. Again, the paper must be organized into **THREE clear and differentiated sections**:
  1. 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 – 10 points
  2. a counseling plan/treatment plan *that uses the theory as a primary guide* – 5 points. Model it after the treatment plan you did in class, stating the underlying issue, long term goal which addresses the underlying issue, a description of how it would be different for the client if the goal were achieved, and a one sentence, measurable/objective statement of the long term goal
  3. a description of the creative intervention you presented and an explanation of how it is consistent with the theory you chose – 10 points
8. Theories Paper and Critical Theory Integration paper—30 points (**this paper will be uploaded to Taskstream in two separate parts**). This paper has two clear, differentiated parts. The first part is a research-based overview of your chosen theory (about 5 pages/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 (15 points). 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 (i.e., power relationships, race/class/gender/sexual orientation, etc.,

privilege, oppression, voice, dominant culture, etc.) Use the critical theory handout as a guide to addressing these questions in your theory (15 points).

**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).

Thus, grades for the course are determined by the following points:

***ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS  
A DAY SUBTRACTED FROM THE TOTAL SCORE.***

A = 94-100	B- = 80-83
A- = 90-93	C+ = 77-79
B+ = 87-89	C = 74-76
B = 84-86	C- = 70-73
F = Below 70	

**Course Schedule will be posted to Moodle and is subject to change! Please check our class Moodle page EVERY WEEK!**

### Description of Reflective Paper

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

This is an exploration of your own worldview and belief systems about counseling. Write, WITH DEPTH AND DETAIL, what you believe about the following concepts. 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 (AKA: issues, problems in living, mental illness, DSM-IV diagnoses, life trauma, etc., 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 (i.e., 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.