



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING **Department of Counseling Psychology** **Professional Mental Health Counseling-Addiction**

MHC 513: Theory and Philosophy of Counseling Fall 2016

Time & Day: 5:30-8:45 pm Wednesdays 9/7 to 12/14

Class Room: York Graduate Center, Room #101

Instructor: Mark Douglass, LPC, CADC I, CGAC II

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Office Hours: Available on Request

Phone: 971-570-2118

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

ISBN-10: 0495102083, ISBN-13: 9780495102083

Other text: Memoir or biography of your choice (see assignment section)

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 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 Score 90-95%	Basic understanding of counseling theories 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					

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.

Assignments and Evaluation:

Grading will be based on the combined scores of all assignments and class participation. Grading will be weighted as follows:

- | | |
|------------------------------------|-----|
| 1. Professional participation | 15% |
| 2. Weekly online forum reflections | 15% |
| 3. Memoir Assessment | 10% |
| 4. Ten Weekly Formulations | 20% |
| 5. Theoretical Orientation Paper | 20% |
| 6. Final Assessment Exam | 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

Course Schedule

Week	Class date	Class Activities and Assignments	Readings for next week
1	9/7	Introductions, Syllabus Constructing an Assessment: Gathering Data	Corey Chapter 1 Select and begin reading memoir
2	9/14	What is a Theory? Constructing an Assessment: Formulation and Plan for Care	Corey Chapter 2 Continue reading memoir
3	9/21	Nature of people, problems and change Counselor as a person First Draft of Assessment Due	Corey Chapter 3
4	9/28	Ethics Experiential theory Final Draft of Assessment Due	Corey Chapter 4
5	10/5	Psychoanalytic theory Formulation #1 Due	Corey Chapter 5

6	10/12	Adlerian/individual psychology Formulation #2 Due	Corey Chapter 6
7	10/19	Existential theory Formulation #3 Due	Corey Chapter 7
8	10/26	Person-Centered theory Formulation #4 Due	Corey Chapter 8
9	11/2	Gestalt Theory Formulation #5 Due	Corey Chapter 9
10	11/9	Behavior Theory Formulation #6 Due	Corey Chapter 10/11
11	11/16	CBT/REBT/Reality Choice Formulation #7 Due	Corey Chapter 12
12	11/23	Feminist Theory Formulation #8 Due	Corey Chapter 13
13	11/30	PostModern Theories Formulation #9 Due	Corey Chapter 15/16
14	12/7	IPNB Integrated theories Formulation #10 Due Theoretical Orientation Paper Due	
15	12/14	Final Assessment Exam Exam Due 12/17 by 11:59 pm	Whoo hooo you made it!!!!

All assignments should be submitted by midnight on the date they are due. A note about late work: late work will be accepted, with the reduction of possible point de-value of one letter grade increment per day the late assignment is turned in, e.g.

1 day A to A-

2 days A- to B+

3 days B+ to B

4 days B to B-

5 days B- to C+

6 days C+ to C

7 days C to C-

Late work will not be accepted after 7 days.

Student with Disabilities Policy

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students

receive all of 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 the 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/

Assignment Descriptions and Evaluation Standards:

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.

Your professional participation score is a subjective score, however it will be determined by your attendance, readiness for classes (ie having completed the course readings), engagement with the course material, communication, and problem solving.

Any missed class content 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, any missed class time will lower your ability to earn full professional participation points.***

Weekly Online Forum Reflections

Each week of class an online forum question will be posted in Moodle for your reflection. The question will relate the readings to current events happening in the world, and their application for the particular theoretical approach we are considering for the week. You are expected to participate in the forum by offering at least one response, either to the question or to another student's reflection. Please observe professional etiquette when posting your thoughts – no flaming or trolling please!

Each weekly forum reflection is worth one point, or 1% of your grade.

Memoir and Assessment

You may select a memoir or biography of your choice related to an individual who has overcome some sort of significant hardship – an addiction, trauma, family struggles, marginalized identity, immigration, etc. This individual will become the subject of a professional behavioral health assessment in which you will supply the data, formulate the case, and propose a plan for care as though the individual were a client presenting for therapy. The memoir should meet the following criteria:

- Be about someone you don't know personally
- Be available to the public in print form (i.e. no "secret writings" or letters from an old shoebox in a closet)
- Contain sufficient information in the respective categories of data

A first draft of the assessment will be due on 9/21; recommended changes should be incorporated and the final assessment resubmitted on 9/28 as two separate documents:

- Data should form one document
- Formulation and plan for care should form the second document

We will continue to revisit these assessments for formulation assignments throughout the rest of the term (see below). The completed assessment, with data, formulation, and plan for care, is worth 10 points or 10% of your grade.

Scoring rubric for the assessment includes:

- Thorough data collection in all representative categories (2 points)
- Formulation should integrate the following factors into the narrative (4 points):
 - Early precipitating factors/risk factors that contribute to the problem
 - Recent developments that have contributed to the subject's current crisis resulting in the need for counseling
 - Specific symptoms that the subject identifies as problematic
 - Prognosis for treatment (good, guarded, poor – explain)
- Plan for care should include the following (2 points):
 - Minimum of 3 strategies to be incorporated in therapy to help resolve the presenting problem
 - List of risk factors and protective factors relevant to successful resolution of the problem
- Appropriate spelling and grammar throughout (2 points)

Weekly Formulations

The data collected for the various memoirs will be posted online in a wiki. Each week you will select a new memoir subject, read the data, and create a formulation and plan for care related to the particular body of theories for that week. Example: for week 7, after reading about existential theories, select a memoir subject from the wiki and write a formulation and plan for care for this subject from an existential theoretical point of

view.

Scoring rubric for formulations/care plans includes:

- Clear understanding of the theory as it relates to the data of the subject
- Identification of at least 1 relevant precipitating factor and 1 recent development contributing to the subject's current crisis and need for counseling
- At least 2 strategies relevant to the theory to be used in therapy to help resolve the presenting problem

A total of 10 formulations will be submitted. Each is worth 1 point, or 1% of your grade

Theoretical Orientation Paper

At the end of the term, you will complete a theoretical orientation paper which identifies and explores one or two theories in relationship to your own theoretical foundation. The paper should meet the following criteria:

- Minimum 10 pages in APA format
- A basic summary of your own perspectives (see questions below) related to the nature of people, the nature of problems and the nature of change
- A rationale connecting your own thoughts to a chosen existing theory
- Describe this theory in detail including a summary of the history, historical figures, foundational principles, counselor/client relationship, inclusion and multicultural 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 populations, ethnic, gender, gender-diverse, and other non-dominant groups.
- ***Incorporate a minimum of 5 original sources, peer reviewed articles or books for your research.***

In considering your own perspective, feel free to utilize some of the questions below as means of better understanding your personal theoretical orientation:

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?

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	2	
Thorough description of theory: history, key historical figures, foundational principles, counselor/client relationships, broad and specific multicultural considerations	6	
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?	2	
Use of written language, adherence to paper and APA format, structure and guidelines, writing conventions are present, transitions are smooth and seamless	3	
Totals	20	

Final Assessment Exam

We will view a movie on our last class featuring a character who overcomes a particular struggle in their life. You will collect categories of data on this character and write a final assessment, including data, formulation, and plan for care, to be submitted online three days following the last class. This formulation will be worth 20 points, or 20% of your grade.

Scoring rubric for the final assessment includes:

- Thorough data collection in all representative categories (4 points)
- Formulation should integrate the following factors into the narrative (8 points):
 - Application of at least two theoretical approaches from the models studied in class
 - Early precipitating factors/risk factors that contribute to the problem
 - Recent developments that have contributed to the subject's current crisis resulting in the need for counseling
 - Specific symptoms that the subject identifies as problematic
 - Prognosis for treatment (good, guarded, poor – explain)
- Plan for care should include the following (4 points):
 - Minimum of 3 theory-appropriate strategies to be incorporated in therapy to help resolve the presenting problem
 - List of risk factors and protective factors relevant to successful resolution of the problem
- Appropriate spelling and grammar throughout (4 points)