

Lewis & Clark College
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

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
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	
Off-Campus / Field Visit	
Other: other creative teaching approaches TBD	X

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	Identifies areas in which traditional theories would need to adapt in order to work	Begins to see that traditional theories would need to adapt in order to work	Does not see that traditional theories would need to adapt in order to work	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	several strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.	competently with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant	competently with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups	competently with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups	

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Professional Mental Health Counseling & Professional Mental Health Counseling – Specialization in Addictions, MHC 513: Theory and Philosophy of Counseling

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Office hours:
 Wed. 12:24-2:45
 Thurs. 12:30-2:45
 and other times as arranged by email

Office hour appointments must be scheduled with me in advance *and confirmed*. Appointments are confirmed when I have sent you an invitation Google calendar and you have replied in the affirmative.

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. (CACREP 5a, C1b)

Prerequisite: None.

NON-DISCRIMINATION POLICY: Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

DISABILITY SERVICES STATEMENT: 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 (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.

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. Reflective papers—5% (both Part I and Part II must be submitted to receive credit)

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.**

3. Treatment goals/treatment goals remix (completed in class during CBT theory section)—5%
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 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 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)

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): 3 points

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)

4. Client role-play—10%
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 and cooperation.
5. Client portfolio (theoretical case conceptualization and application of theory-to-practice) —10%
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:**
1. 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.
 2. 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)
 3. 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.
6. Creative intervention presentation (client assessment and subsequent intervention)—20%
Each student will give a **15 minute** presentation that applies a theoretically consistent intervention to their assigned “client.” Students will present a theory-based assessment/analysis/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 is a big minus.**
- Presentation is completed within the allotted 15 minutes

Theory paper(s)—see rubric for specific grading criteria:

7. Basic Assumptions paper —20% (5% for outline and 15% for paper)
8. Critical Theory Integration Paper—30% (5% for outline and 25% for paper)

The first part is a research-based explanation of what your chosen theory (about 5 pages/15 citations) has to say about healing/growth/helping. This paper should be written in “objective” language. While you will be tempted to write a lot about the development of the theory, treatment approaches, etc., the focus of this paper is for you to explain the theory’s fundamental beliefs, and specifically, the view of what makes it work, i.e., what the theory purports to be the central helping/healing dynamic. 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 theory you wrote about in the first part using critical theory (about 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, 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) 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:

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:

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 a approach to counseling that does fit with your belief system? If so, name and describe it.

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

Week 1

**Introductions and expectations
Humanistic approaches**

Week 2

Person-centered therapy

Readings: Read Person-centered Therapy chapter in your Corey text. Also see additional readings on Moodle page.

Week 3

Existential Therapy

Readings: Read the Existential Therapy chapter in your Corey text. Also see additional readings on Moodle page.

Week 4

Gestalt Therapy

Readings: Read the Gestalt Therapy chapter in your Corey text. Also see additional readings on Moodle page.

Week 5

Critical Theory/Feminist Theory (CACREP 2h)

Readings: Read the Feminist Therapy chapter of your Corey text (if it has a Feminist Therapy chapter). Also read Chapter 1, Critical Thinking and Critical Theory, of the Sensory and DiAngelo text in your intro class.

Week 6

Behavioral Therapy

Reading: Read the Behavioral Therapy chapter in your Corey texts. Also see additional readings on Moodle page.

Week 7

Cognitive Behavioral Therapy

Reading: Read the Cognitive Therapy or CBT chapter in your Corey texts. Also see additional readings on Moodle page.

Week 8

Today you will schedule a specific time to interview and assess your "client."

Make an appointment with your client to meet with you during class time (i.e., 9:15, 10:15, 11:15). Also, as client, make an appointment to meet with your counselor. If your first appointment is not until

10:15, you do not need to come until that time.

When the two of 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 it is a kid client, the kid's parent or other guardian may be the person to whom the counselor speaks, at least for part of the time.

After the appointment, the counselor will investigate the client and possible theoretical approaches by 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!!

Week 9

Third-wave CBT approaches

Reading: See posted readings on Moodle page.

Week 10

Psychoanalytic/Psychodynamic approaches; Adlerian Therapy

Reading: Read the Adlerian Therapy chapters in your Corey text. Also see additional readings on Moodle page.

Week 11

Open—possible another psychodynamic theory

Week 12

Begin presentations

Week 13

Fall break--no class

Week 14

Presentations

Week 15

Presentations