

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 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					

**Lewis & Clark College Professional Mental Health Counseling
& Professional Mental Health Counseling – Specialization in Addictions
MHC 513: Theory and Philosophy of Counseling
Wednesdays 9:30-12:45 synchronous + weekly asynchronous activities**

Stella Beatriz Kerl-McClain, Ph. D.
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Office hours:
Tues 2:00-3:30, Wed. 12:30-2:00
Thurs 12:30-3:30 + other times
when arranged in advance

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.

LEWIS AND CLARK GRADUATE SCHOOL ESSENTIAL POLICIES: 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;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

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

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.

ATTENDANCE/PARTICIPATION EXPECTATIONS: This class will be held online and remotely, synchronously and asynchronously. Class participation in both types of instructional delivery is expected and required. Missing more than ten percent of class activities may result in failure to complete the class. In case of hardship and at the discretion of the instructor, a grade of incomplete may also 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.

Asynchronous readings and activities will be posted in weekly learning modules. Each module will be available by the day after class (Thursday) at 9:30 a.m. at the latest and students will be expected to complete ALL readings and activities by the following Wednesday during the synchronous class period.

While we will not always use the entire synchronous time allotted, you should be available during that time for course activities such as small group diagnostic assessments, lecture reviews/questions, and planning for group presentations.

TECHNICAL REQUIREMENTS FOR OUR VIRTUAL CLASSROOM:

The main learning platforms for this class will include Moodle and Zoom. Moodle will be used as the primary course site and is where students will access weekly learning modules and all course materials. Please let me know ASAP if you do not see our course in your Moodle dashboard.

Zoom will be used for synchronous class sessions. Enrolled students will have received information for how and when to log into class through Zoom. If something happens to my internet connection during a synchronous Zoom session (e.g., I'm suddenly gone or I freeze), I will try to get back on ASAP. If I am not back on within a couple of minutes, call me at the cell number listed at the top of this syllabus and I'll let you know what is going on.

If you have questions about accessing and using Moodle, visit [Lewis & Clark's Moodle Resources page](#). Moodle and tech support is also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

For help and troubleshooting with Zoom, visit the Zoom Help Center:
<https://support.zoom.us/hc/en-us>

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's [Learning Remotely website](#).

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

ASSIGNMENTS AND GRADING:

1. Weekly asynchronous activities on Moodle and synchronous activities on Zoom—4% each week; total of 56% (14 weeks of activities)

Students must complete ALL of the weekly activities posted on Moodle and participate in the weekly synchronous activity/session. Some of the activities will be questions or responses to questions related to the recorded lecture, others will be written or artistically-represented thoughts/responses to the readings, others will be reports of assigned activities or activities done during the synchronous class sessions, etc. Posts that are completed by the synchronous class time the following week will receive full credit; posts that are not complete by that time will receive no credit for that week. Proportional partial credit will be given for weeks where some, but not all, assignments are complete.

2. Client role-play—4%

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 “counselor” will grade you on your participation and cooperation.

3. Presentation: Theory-based assessment of your client and related intervention—20%

Each student will give a **15 minute** presentation that applies a theoretically consistent intervention to their assigned “client.” Students will first present a theory-based assessment/conceptualization of their “client” (i.e., the client’s “issues” according to the theory and reason for this particular intervention) followed by a theory-based intervention to the class. See rubric for criteria for grading.

4. Critical Theory Integration Paper—20%

The first part of this paper is a very brief (about 1-2 pages/10 citations), research-based, direct explanation of what your chosen theory has to say about *healing/growth/helping*. You should **ONLY** talk about what the theory believes is “healing” or “growth-producing” or “what makes this approach work.” You will be tempted to write a lot about the development of the theory, treatment approaches, etc., but since you only have up to 2 pages, you need to dive right in and explain what makes people get better or live a better life according to this theory, 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 interested in exploring for yourself.

The second part is an assessment/critique of the theory using critical theory (about 7-8 pages). Think closely about the theory 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. Remember, **this is not a *critique* of the theory, per se**; it is an **analysis of the power dynamics** and the theory’s **attention to contexts of power**. See rubric for criteria for grading.

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).

PROPOSED/TENTATIVE COURSE CALENDAR

(for updated topics and readings, please check the course Moodle page)

- Week 1: Introductions and expectations
- Week 2: Humanistic approaches; Person-centered therapy
- Week 3: Existential Therapy
- Week 4: Gestalt Therapy
- Week 5: Critical Theory/Feminist Theory/Critical Theory
- Week 6: Behavioral Therapy
- Week 7: Cognitive Behavioral Therapy
- Week 8: Third-wave CBT approaches
- Week 9: Psychoanalytic/Psychodynamic approaches; Adlerian Therapy
- Week 10: Another Psychodynamic theory OR in-class work day
- Week 11: Fall break--no class
- Week 12: Presentations
- Week 13: Presentations
- Week 14: Presentations