



## LEWIS & CLARK COLLEGE

### GRADUATE SCHOOL OF EDUCATION AND COUNSELING

Department of Counseling Psychology

Professional Mental Health Counseling

Professional Mental Health Counseling-Addiction

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### MHC 513-02: Theory and Philosophy of Counseling Fall 2021

**Time & Day:** 5:30-8:45 pm – Thursdays - 9/09/21 to 12/16/2021

**Classroom:** York Graduate Center - Room 115

**Instructor:** Heidi Baldwin, MA

**Email:** [hbaldwin@lclark.edu](mailto:hbaldwin@lclark.edu)

**Office Hours:** By appointment. To schedule an appointment, please propose date and time via email.

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- **Course Text:** Kottler, J. A. & Montgomery, M.J. (2019). Theories of counseling and therapy: An experiential approach (3<sup>rd</sup> Edition). Thousand Oaks: SAGE.  
**Print ISBN:** 9781516524211, 1516524217.
  - **Course Text:** Halbur, D.A. & Halbur, K.V. (2019). Developing your theoretical orientation in counseling and psychotherapy (4<sup>th</sup> Edition). New York: Pearson.  
**Print ISBN:** 9780134805726, 0134805720
  - **Other Text:** Movie, Memoir, Biography, or Autobiography of your choice (see assignment section)

**Memoir** – A collection of memories written by the person themselves that provides a much more specific timeline and a much more intimate relationship to the writer's own memories, feelings (experienced consciously) and emotions (experienced consciously or subconsciously).

**Biography** – The life history of an individual written by someone else.

**Autobiography** – A chronological telling of one's experience, which should include phases such as childhood, adolescence, adulthood, etc.

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### 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

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**Key Required Assignments/Student Learning Outcomes**

*These assignments are required for the course, but will not be the only requirements/expectations.*

*See full syllabus for details.*

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	Program Objective		
<b>Theories Paper or Final Exam</b> <b>Benchmark score 80</b>	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		
<b>Student uploads paper in Taskstream</b>						<b>MHC 513 Critical Theory Integration Paper</b>	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
<b>MHC 513 Critical Theory Integration Paper</b>	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	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	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	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	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,		
<b>Student uploads paper in Taskstream</b>							

	dominant groups.	other non-dominant	other non-dominant groups	non-dominant groups	culture and social location.
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## Purpose

This class is designed to be an introduction and overview of the dominant theories and practices in professional mental health counseling. While most of the major theories of counseling will be covered, particular emphasis will be placed on 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 counseling process in its cultural context, not only as a counselor, but from the client point of view.

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 appreciate the socially constructed nature of theory, understand the impact of a particular theoretical orientation in determining and limiting how counselors view and respond to the challenges 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, discussion, and promote self-exploration.

## Assignments and Evaluation:

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

### Grading will be weighted as follows:

1. Weekly Attendance/Participation (quizzes/activities) - **45 points**
2. Movie, Memoir, Biography, or Autobiography Case Conceptualization, Assessment, and Proposed Plan of Care - **20 points**
3. Theoretical Orientation Paper - **20 points**
4. Final Exam - **15 points**

### Total possible points 100 points

\*\*\*All assignments should be submitted via Moodle for grading by 11:59 p.m. Late work may be accepted with instructor approval. \*\*\*

**Grading scale:** (in accordance with grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook).

93 -100 = A  
 90 – 92 = A-  
 87 – 89 = B+  
 84 – 86 = B  
 80 – 83 = B-

77 – 79 = C+  
 74 – 46 = C  
 70 – 73 = C-  
 Below 70 = F

## Course Schedule

Week	Class date	Class Activities and Assignments	Readings Due
1	9/09	Introductions, Meet and Greet Activity, Syllabus Review, Moodle Review, Cultural Humility, Instructor as Facilitator and Resource of the Learning Process, Questions/Final Thoughts	Please look over the syllabus in preparation for review in class.  Additional Reading - Article Available on Moodle
2	9/16	A Personal Introduction to Theory Why Theoretical Orientation is Important Constructing a Case Conceptualization Developing an Assessment: Formulating and Developing a Plan for Care	Kottler & Montgomery Chapter 1  Halbur & Halbur Chapter 1 Complete Reflection Questions in class in groups of two.
3	9/23	Theory in Context Incorporating Theory into Practice Intentional Theory Selection Model – Figure 2.1 Write Yourself As A Case Study (2)	Kottler & Montgomery Chapter 2  Halbur & Halbur Chapter 2 (Complete Reflection Questions in class in groups of two).
4	9/30	Theory in a Clinician's Life Strategies to Find Your Theoretical Orientation Selective Theory Sorter-Revised	Kottler & Montgomery Chapter 3  Halbur & Halbur Chapter 3 (Complete Reflection Questions in class in groups of two).
5	10/07	Look to the Past to Set You Free: Psychodynamic Approaches Six Schools of Thought and Need to Know Techniques ITS – Intentional Theory Selection – Table 4.1 Style Summary of Theories – Theory, Philosophy, School, Major Theorists, Goals, and Common Techniques	Kottler & Montgomery Chapter 4  Halbur & Halbur Chapter 4, Complete Reflection Questions in class in groups of two.

6	10/14	What is Learned Can Be Unlearned: Behavioral Approaches Case Examples for Integrating Theory into Practice	Kottler & Montgomery Chapter 5  Halbur & Halbur Chapter 4: Review pg. 66-69 (Complete Reflection Questions in class in groups of two).
7	10/21	The Primacy of Personal Experience: Humanistic Approaches	Kottler & Montgomery Chapter 6 Halbur & Halbur Chapter 4: Review pg. 70-78
8	10/28	Thoughts Before Feelings: Cognitive Approaches	Kottler & Montgomery Chapter 7 Halbur & Halbur Chapter 4: Review pg. 78-85
9	11/04	All in the Family: Systemic Approaches	Kottler & Montgomery Chapter 8 Halbur & Halbur Chapter 4: Review pg. 95-101
10	11/11	Shift Your Perspective: Constructivist Approaches	Kottler & Montgomery Chapter 9 Halbur & Halbur Chapter 4: Review pg. 85-95
11	11/18	Brief and Action-Oriented Approaches: Just Do It Mind-Body and Experiential Approaches: Just Breathe <b>Due: Movie, Memoir, Biography, or Autobiography Case Conceptualization, Assessment, and Proposed Plan of Care</b>	Kottler & Montgomery Chapter 10 & 11 Mind-Body and Experiential Approaches: Just Breathe

12	11/25	<b>Thanksgiving Holiday!!! No Class!!!</b>	
13	12/2	Integrative Approaches to Doing Therapy (Counseling) Need to Know Techniques	Kottler & Montgomery Chapter 12 Halbur & Halbur Chapter 4: Review pg. 101-110
14	12/09	<b>Theoretical Orientation Paper Due</b>	Kottler & Montgomery Chapter 13
15	12/16	<b>Final Comprehensive Exam</b>	Good luck!

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### **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/](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 embrace professional behaviors such as timeliness, attentiveness, engagement in the class, and assignment completion inside and outside of class. You are adult learners making professional decisions. I encourage you to be involved in this course and participate in the class activities 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, constructive input and continued engagement in the learning process.

Your professional participation will be determined by your attendance, readiness for class (i.e. completion of course readings and assignments), engagement with the course material, communication, illustration of critical thinking, and problem solving.

Any missed class content will be your responsibility. Missing more than ten percent of class time may result in failure to complete the class. The course breakdown of hours includes 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. Please email in advance (or as soon as possible) in the event of missed class time.***

#### **Class Discussions – Attendance and Participation (45 points)**

Each week of class, students will assess, reflect, and apply their knowledge of textbook chapter readings (Kottler & Montgomery Textbook) via quizzes, reflection questions, small and large group discussions and activities. The instructor will ask questions related to the readings to facilitate a discussion in small groups or the large group. Students will provide answers for understanding of content, and how the content can be applied to a particular theoretical approach presented during the week. You are encouraged to offer your perspectives on the topic being discussed. Please observe professional etiquette when sharing your thoughts or opinions – no policing or calling out!

#### **Movie, Memoir, Biography, Autobiography Case Conceptualization, Assessment, and**

### **Proposed Plan of Care (20 points)**

You may select a movie, memoir, biography, or autobiography of your choice for an individual who has overcome some sort of significant hardship – an addiction, trauma, family struggles, marginalized identity, immigration, etc. This individual will serve as the subject for a **professional mental and behavioral health assessment** in which you will provide a **case conceptualization** to include **background information, a theory of choice, a proposed plan for care or intervention** (as though the individual were a client presenting for counseling) based on the selected theory of choice.

### **Movie, Memoir, Biography, Autobiography Case Conceptualization, Assessment, and Proposed Plan of Care should meet the following criteria:**

- Selection of a movie, memoir, biography, or autobiography available to the public in print, electronic, or audio format
- Development of a case conceptualization
- Contain sufficient background information about the individual (Think reporter's questions, but in the context of counseling assessment – Who, What, When, Where, Why, How, or To What Extent)
- Selection of a theory of choice
- An empirically-based overview of your chosen theory (**5 pages with 15 citations within the five pages**) written in objective language
- Be about someone you don't know personally
- The theory you choose may be one covered during the course or may be a theory you have been interested in exploring for yourself
- A section that explains the theory's perspective of what makes counseling work (What the central helping / healing dynamic is according to this theoretical perspective).
- A proposed plan for care or intervention
- A minimum of 10 pages, but no more than 15 pages – References do not count towards the minimum or maximum page limit for assignment content
- Include Theory, Philosophy, School of Thought, Major Theorist(s), Goals, and Common Techniques

**Example:** Select a movie, memoir, biography, or autobiography, read about existential theories, develop a case conceptualization to include background information, a theory of choice, a proposed plan for care or intervention as though the individual were a client presenting for counseling from an existential theoretical point of view.

### **Movie, Memoir, Biography, or Autobiography Case Conceptualization, Assessment, and Proposed Plan of Care Scoring Rubric:**

- Thorough collection of background information (**5 points**)
- The Assessment should integrate the following factors into the narrative (**5 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**)
- Proposed Plan of Care or Intervention should include the following (**5 points**):

- Minimum of **3** strategies to be incorporated in counseling to help resolve the presenting challenge
- List of risk factors and protective factors relevant to successful resolution of the problem
- Appropriate spelling and grammar; APA 7<sup>th</sup> edition format; 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 (**5 points**)

### **Theoretical Orientation Paper (20 points)**

You will complete a theoretical orientation paper which identifies and explores **one or two theories** in relationship to your own **values, beliefs, and attitudes**. Additionally, you will critique the theory or theories that resonate with your values, beliefs, and attitudes by using critical theory (e.g. power relationships, race / class / gender / sexual orientation, privilege, oppression, voice, dominant culture, etc.) as a guided source for critiquing your chosen theory or theories. Use the critical theory resources provided in Moodle or in class. The paper should meet the following criteria:

- Minimum 10 pages, but not more than 15 pages in APA 7<sup>th</sup> edition format; A basic summary of your own perspectives related to the nature of people, the nature of problems and the nature of change (see questions below); References do not count towards the minimum or maximum page limit for assignment content
- A rationale connecting your own thoughts to a chosen existing theory
- Describe your theory in detail including a summary of the history, historical figures, foundational principles, counselor/client relationship, inclusion, multicultural, and social justice 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, non-dominant groups, underserved populations, ethnic, gender, gender diverse
- Incorporate a minimum of 5 original sources (peer reviewed articles and one book)

In considering your own perspective, consider utilizing some of the questions below as a means of better understanding your personal theoretical orientation:

1. Which theory or theories most closely fits your view of human nature?
2. Are people essentially born pure or born savage, and what role does socialization play?
3. How do the various theories fit with your personal values?
4. Which theory (or theories) provide the most accurate map of reality, as you perceive it?
5. Which seems to most closely capture your own worldview?



6. Which theory (or theories) most closely match your own belief about how change occurs in peoples' lives?
7. Which is most important: changing emotion, cognition, or behavior?
8. What life experiences shaped the beliefs and values that lead you to prefer one theory to another?
9. Which theory fits best with your personality and style of interaction?
10. Which theory most closely fits your view of human development and history?
11. How necessary is it to understand the past when trying to bring about change?
12. Do some theories fit better for work with children? Adolescents? Adults? Why?
13. Is there one theory that you feel captures "the truth"? Why?
14. Which theory (or theories) do you see as having the broadest cultural applicability?
15. How has your worldview shifted as a result of studying these theories?
16. What are the pros and cons of theoretical orientation vs. theoretical integration vs. theoretical purity?
17. What have you learned about yourself through your reaction to the theories?

\*\* **Beliefs** are assumptions and convictions we hold to be true based on past experiences. **Values** are worthy ideas based on things, concepts, and people. **Attitudes** arise out of core beliefs and values we hold internally. Behaviors are how these internalized systems (**beliefs, values, and attitudes**) are expressed. \*\*

#### Theoretical Orientation Paper Scoring Rubric

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 (use reflection questions from the Halbur & Halbur Textbook as a resource); Rationale connecting your own thoughts to a chosen existing theory.	5	
Thorough description of theory: history, key historical figures, foundational principles, counselor/client relationships, broad and specific multicultural considerations	5	
Provide synthesis and analysis 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? Use of written language, adherence to paper and APA 7 <sup>th</sup> edition format, structure and guidelines, writing conventions are present, transitions are smooth	5	
<b>Total Points</b>	20	

**Final Exam (15 points)**

The final exam for this course will be a comprehensive review of class topics presented in short answer essay format. You will work together in groups to choose from a list of prompts integrating course material into topics for reflection and analysis. Your examination will consist of short essay responses, group participation, and class discussion.