

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 9:00-12:45**

Stella Beatriz Kerl-McClain, Ph. D.
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Office hours:
Tues 1:00-3:00, Wed. 12:45-2:45
+ 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 in-person weekly unless the circumstances are such that we all need to meet virtually (i.e., snow storm, campus closure). Class participation is expected and required with flexibility given in order to keep you and other class members healthy. 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.

Readings and activities will be posted in weekly learning modules. Each module will be available by the day after class (Thursday) at 10 a.m. at the latest and students will be expected to complete ALL readings

and activities by the following Wednesday during class. While we will not always use the entire class time allotted in order to reduce the time that we are all together in a large group, you should be available during that time for course activities such as small group diagnostic assessments, lecture reviews/questions, and planning for group presentations. If there is time remaining in class, it may be used to complete the asynchronous assignments for the following week.

TECHNICAL REQUIREMENTS FOR OUR VIRTUAL CLASSROOM:

The main learning platforms for this class will include Moodle and, if needed as discussed above, Zoom. Moodle will be used as the primary course management platform 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.

In the possibility that we need to meet virtually, Zoom will be used. If you test positive for Covid and/or are in quarantine, you **may** be able to attend virtually via Zoom **if** a classmate volunteers to Zoom you in from their laptop or ipad.

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 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>

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 activities on Moodle and in classroom—6% each week; total of 60% (10 weeks of activities: the activities for each week will be divided so that they total 6% each week)

Students must complete ALL of the weekly activities posted on Moodle and participate in the weekly classroom activities/sessions. Some of the activities will be questions, responses, or discussions related to the lecture, others will be written or artistically-represented thoughts/responses to the readings, others will be activities done during our class sessions, etc.

2. Client role-play—5%

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. “Best Fit For Now” Theory Presentation—20%

Each student will give a presentation on a theory that they will choose as their “best fit for now” theory. The presentation should have 5 parts (4% grade for each part). Make sure to cover EACH PART:

1) You will begin by talking about your journey towards finding a “best fit for now” and will talk about aspects of yourself that fit well with the theory.

- 2) You will talk about what your “best fit for now” theory has to say about “healing” or “growth”, i.e., what does this theory say is/are the aspect(s) that make it work? That heals clients? That allows clients to grow?
- 3) You will briefly present your client and the reasons that the client has come to counseling.
- 4) You will demonstrate an application of this theory to your assigned “client.” This section does not require your client to participate; you will demonstrate how the application **might** look based on the information that you gathered during your client “intake” and any follow-up research you did related to the client and their issues.
- 5) You will submit a list of 6 references. For each reference, you will write a rationale about why the reference is a valid/true/accurate/representation of the theory. Reference list/rationales should be uploaded separately from the slides or visual aids used for your presentation.

4. Critical Theory Integration Project—15%

This project is intended to be an assessment/critique of your theory using critical theory. 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*.**

You will then communicate this assessment/critique using a method of communication that works for you: writing, drawing, video, podcast, etc.

This assignment will be due on Wednesday, Dec. 7th, one week after the last day of class.

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: Student presentations
- Week 11: Fall break--no class
- Week 12: Student presentations