

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

Method	Mark All That Apply:
Lecture	x
Small Group Discussion	x
Large Group Discussion	x
Course Readings	x
Group Presentation	x
Individual Presentation	
DVD/Video Presentation	
Supervised Small Group Work	x
Individual/Triadic Supervision	
Group Supervision	
Case Study	x
Debate	
Class Visitor/Guest Lecturer	
Off-Campus/Field Visit	
Other	

MHC 513-02: Theory and Philosophy of Counseling (Spring 2023)

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Course Information

Dates: Wednesdays (1/11/2023 — 4/19/2023)
Time: 9:00 AM — 12:15 PM
Location: York Graduate Center (Rm 121)
Credits: 3
Credit Hour Breakdown: 45 Contact Hours

Prerequisites for Students: None.

Course Reading (Required):

1. **Theory and Practice of Counseling and Psychotherapy (10th Edition).**
(2016). Corey, Gerald. Belmont, CA. ISBN: 978-1305263727.
2. Supplementary Weekly Readings uploaded to Moodle.

Course Catalog Description

“Content: 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.”

Course Objectives

1. Demonstrate ability to understand a wide array of historical and contemporary theoretical orientations and approaches.
2. Demonstrate ability to consume, critique, and understand professional counseling theory and science.
3. Demonstrate ability to conceptualize client concerns within a wide array of theoretical positions.
4. Demonstrate ability to assess the strengths and limitations of a particular counseling approach.

Course Guidelines

Email Policy

I try my best to respond to emails from students within one business day. I encourage you to reach out at any time, and I will respond as my schedule allows.

CPSY Departmental Attendance Policy

“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.”

Participation: Your attendance and participation are essential for the structure and integrity of this course. I expect the students joining this course to fully participate throughout our time together. This will not only enrich your learning, but the learning of your classmates as well. Classroom participation helps you to complete your assignments, and demonstrates respect to classmates, the instructor, and classroom guests. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen your understanding of work with group counseling and integrate course material with your own personal and professional experience.

Late Assignment Policy: Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

Classroom and Professional Values

Safety and respect are prioritized in our classroom space. All students will need to work together with me and with one another to uphold the inherent right of each student to feel safe and to be respected. Our interactions will challenge you to practice self-awareness, practice cultural humility, honor the diverse nature of the classroom community, and consider ethical principles. During our time together, we will examine the nature of both privilege and marginalization. These systems underline all clinical interactions. Students will have the opportunity to respectfully and earnestly learn how to recognize, name and begin to challenge systems of power and oppression that replicate themselves in the counseling field, within the therapeutic alliance, and within relationship-systems themselves. Please be aware that your classmates may have marginalized identities, and they are not enrolled in this course to experience further marginalization. If a classmate requests that you, or we as a group, use or not use specific terms to describe them or their family, please respect this.

Confidentiality and Ethical Guidelines

“It is expected that students will follow the ethical guidelines as defined by the [American Counselors Associations \(ACA\)](#). Guidelines, parameters, and boundaries are implemented into assignments and class discussions, and it is expected that anything presented by students during class presentations, assignments and discussions will remain confidential. Failure to follow these guidelines may result in failure of the class. Some of our topics may bring up personal opinions on politics, religion, bodies, gender, and more. Your final course grade will also be determined by how you conduct yourself in class, how you engage with others, and how you manage challenges.”

Students 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. If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the **Student Support Services Office**. 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.

Office of Student Accessibility
Albany Quadrangle (Room 206)
615 S Palatine Hill Rd, MSC 112
Portland, OR 97219

Email: access@lclark.edu
Ph: (503) 768-7192 (Voice)
Fax: (503) 768-7197

Please see the Student Support Services website for more information:

lclark.edu/offices/student-accessibility/

Lewis & 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 (myself) for clarification.

Lewis & Clark COVID-19 Response

“Lewis & Clark is committed to providing in-person education and support to students in a close-knit campus community. We are also committed to the health of our community, and will take necessary steps to promote public health and protect members of our community whenever possible. Although no college campus can guarantee a COVID-free environment, we can greatly minimize the risks of COVID with appropriate mitigation measures, such as widespread vaccination. Our approach to COVID is based on [Centers for Disease Control \(CDC\)](https://www.cdc.gov) guidance to colleges and universities, as well as guidance from the Oregon Health Authority and county public health officials. As the pandemic continues to evolve, and relevant guidance changes, we will update these policies and provide necessary information to the campus community.”

Lewis & Clark guidelines up-to-date details about our COVID-19 response: lclark.edu/news/covid-19-response

Course COVID-19 Policy: To better protect both the instructor (myself) and the students in the classroom during class time, the students, instructors and guests present in the classroom will be required to wear masks. Due to this protective guideline, students are free to take a brief break from the room if they wish to remove their mask temporarily. If you are exempt from wearing a mask, please discuss this with the instructor (myself) further before the course begins.

Course Assignments (100 Points)

Point Breakdown

Class Attendance & Participation	75
Chapter Presentation	25
Theory Portfolio	100
Theoretical Orientation Paper	100
Total	300

Grade Distribution

279 — 300	A
270 — 278	A-
261 — 269	B+
249 — 260	B
240 — 248	B-
228 — 239	C+
< 228	C

Assignment Format: All written assignments must be: **Double-Spaced** and in **Size 12 Times New Roman** font. Assignments including citations should be formatted to **APA Standards**.

Assignment Submission: All presentations and written assignments must be submitted through **Moodle**.

Late Assignment Policy: Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

Course Assignment Descriptions

Attendance & Participation (50 Points)

Your attendance and participation is essential for the structure and integrity of this course. This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in technique practice and exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting.

Make-Up Paper (Optional)

If circumstances arise that stop you from attending more than 4.5 hours of class, please let me know by phone or email as soon as possible. In order to make up any missed class time past the permitted 4.5 hours, you will be asked to interview two classmates on what happened during class and write a 1-page reflection paper.

Due Date: To Be Determined with Instructor.

Chapter Presentations (8 Points)

You will be assigned a group and a chapter from *Theory and Practice of Counseling and Psychotherapy*. Your group then will work together to create a presentation (45 — 60 minutes) on your assigned chapter to your classmates. You are still expected to engage and participate sincerely in other presentations through reading and discussion.

Your presentation and class discussion can be done via PowerPoint, roundtable discussion, or another creative format, and should include the following:

- Key Concepts
- Ongoing Considerations
- Your Own Personal Reflections

Due Date: To Be Determined with Instructor.

Theory Portfolio (100 Points)

You will complete a Theory Portfolio for this course that contains a review of 10 theories from those we cover in class. Each week you will select one of the theories we are reviewing and complete a 2-page Theory Brief that summarizes one theoretical orientation that we cover for that week. Near the end of the term, you will compile the 10 theory briefs into a portfolio and submit them for grading. You gain 10 points per Theory Brief. Points for assignments are pass/fail.

Theories to Include

1. Psychoanalytic/Psychodynamic/Depth Approaches
2. Client-Centered Approaches
3. Existential Approaches
4. Relational/Experiential Approaches
5. Behavioral Approaches
6. Cognitive-Behavioral Approaches
7. Third Wave Cognitive-Behavioral Approaches
8. Constructivist/Postmodern Approaches
9. Critical and Feminist Theory
10. Systems Approaches

Theory Brief Format

Each theory brief should include the following topics:

- Key Concepts
- Notable Figures
- Therapeutic Process
- Application: Therapeutic Techniques and Procedures
- Strengths and Limitations of Theory
- Analysis from a Multicultural Perspective
- Current & Future Directions of Theory

Length of Theory Briefs: 2 pages each

Due Date: Wednesday, April 19th, 2023 at 11:59 PM

Theoretical Orientation Paper (100 Points)

Throughout this course, we will cover a wide array of theoretical orientations that guide the work of counseling professionals. These theories have all to be adapted to contemporary times, the contexts and populations that we serve, and the wider health care systems we may be working through. This combination research-personal reflection paper is an opportunity to explore, with some depth, one particular theoretical orientation that you have an affinity toward.

You will need a minimum of 5 original sources, peer reviewed articles or books for your research. It is expected that one of these sources is written work from an original developer of the theory you choose.

To help find a theory to write about, you may reflect on your responses to the following questions:

- How do people come to have problems/concerns/issues for which counseling may help?
- How do people change and what role do counselors serve in this process?
- Which theory provides the most foundational coverage of how you perceive reality?
- What life experiences may well go into a particular theory?
- Which theory fits well with what you might imagine your style of counseling may be?
- What are the populations or concerns you plan on gaining skills and expertise?
- Which theory may fit best in this context?

The paper should be composed of the following sections that should clearly cover the stated themes and questions:

Theory History and Approach:

- Developers of the approach.
- Historical contexts.
- Theoretical explanations for how problems emerge, how people change, what role counselors have in this process.

Personal Summary of Your Position:

- How do you see problems emerge?
- How do people change? What helps or hinders this process?
- What role will you play in the process of helping people?
- Why did you choose this theory?

Strengths and Limitations:

- Strengths of the approach.
- Limitations of the approach.
- Contraindications.
- Potential modifications of the approach.

As you consider the content of the various theories and through your own self-reflection, you will begin to formulate your own theoretical orientation. For this paper, you will select one theory to help develop the foundation of your approach to counseling. Please keep in mind that without substantial clinical experience, it can be difficult to know if this theory will in fact be the most informative for work as a counselor; however, the purpose of this paper is to provide you with an opportunity to become intimately aware of a particular approach to counseling.

Length of Paper: 10 pages

Due Date: Wednesday, April 5th, 2023 at 11:59PM

Grading Rubric

Attendance & Participation	Possible Points
Demonstrates prompt and dependable presence in the class.	15
Prepares for class through completing assigned readings and reflecting on their application to personal practice.	15
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in clinical practice.	15
Contributes to the development of other class members and the group as a whole.	15
Helps to create an atmosphere of safety and mutual respect among all class members.	15
Total	75
Class Presentation	Possible Points
Collaborates sincerely and equitably with other group members in the creation and completion of the group presentation.	10
Completes the chapter presentation as outlined in the course assignment section of the syllabus.	10
Engages and participates sincerely in other presentations through reading and discussion.	5
Total	25
Theory Portfolio	Possible Points
Includes 10 2-page Theory Briefs (1 for each theoretical orientation outlined in syllabus).	50
Completes each theory brief as assigned in assignment description section (includes: Key Concepts, Notable Figures, Therapeutic Process, Application: Therapeutic Techniques and Procedures, Strengths and Limitations of Theory, Analysis from a Multicultural Perspective, Current & Future Directions of Theory).	50
Total	100
Theoretical Orientation Paper	Possible Points
Completes paper in APA formatting with at least 5 peer-reviewed sources (and at least 1 citation from one of the founding developers of the theoretical orientation chosen).	25
Addresses Theory History and Approach.	25
Addresses Personal Summary of Position.	25
Addresses Strengths and Limitations of Theory.	25
Total	100

Course Schedule

Week	Topic	Readings Due	Assignments Due
Jan. 11th	Introductions Syllabus Review Course Overview	Syllabus Chapters 1 and 2	
Jan. 18th	Psychoanalytic, Psychodynamic, & Depth Approaches	Chapters 4 and 5	
Jan. 25th	Client-Centered Approaches	Chapter 7	
Feb. 1st	Existential Approaches	Chapter 6	
Feb. 8th	Gestalt, Emotion Focused, & Experiential Approaches Class Presentation	Chapter 8	
Feb. 15th	Behavioral Approaches	Chapter 9	
Feb. 22nd	Cognitive-Behavioral Approaches Class Presentation	Chapter 10	
March 1st	Choice Theory & Reality Therapy Class Presentation	Chapter 11	
March 8th	Critical & Feminist Theory Class Presentation	Chapter 12	
March 15th	Constructivist & Postmodern Approaches Class Presentation	Chapter 13	
March 22nd	Systems Approaches	Chapter 14	
BREAK (NO CLASS ON MARCH 29)			
April 5th	Integrated Approaches	Chapter 15	Theory Orientation
April 12th	Ethics in Counseling Practice	Chapter 3	
April 19th	Theory Exploration & Practice		Theory Portfolio