

**Lewis & Clark College
Theory and Philosophy of Counseling
CPSY 513
Summer 2008**

Professor: Michele Eave, M.A.

Contact Information:
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By appointment only

Meeting Times:
Monday Evenings – May 5th – July 28th
5:30pm – 9:15pm
Rogers Hall, Rm. 218

Catalogue 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.

Textbook: J. Frew and M. Spiegler (eds), Contemporary Psychotherapies for a Diverse World. Lahaska Press, 2008.

Learning Objectives:

- Develop a strong foundation and awareness of diverse theoretical perspectives.
- Demonstrate knowledge of different theoretical counseling interventions.
- Demonstrate the ability to conceptualize a client within a systematically derived theoretical model(s).
- Demonstrate an understanding of issues and considerations associated with human diversity as applied to theory
- Understand one's own value systems and the impact on therapeutic work.
- Begin to formulate one's own theoretical orientation and apply it to client issues

Assignments:

Preparation for and Participation in Class Discussion

For each of the approaches discussed in the course, be familiar with 5 or 6 of the following aspects:

- The theory's assumptions about human nature
- Basic concepts of the model
- Its idea about development, pathology, and optimal psychological health
- Practices and techniques and how they are supposed to work
- Empirical evidence for theories and interventions
- Cultural origins of the theory
- Personal resonance, relevance; appropriateness for various groups
- Diverse voice reaction

Course requirements:

1. Attendance and active participation are critical to learning. One absence from class per semester for extenuating reasons is allowed, but make up activities will be expected as arranged with the instructor. More than one absence will invoke major additional requirements for makeup activities (i.e., 10 page paper) and may lead to a failure to complete requirements for credit.
2. One final paper will be required (45 points total for 3 parts). The paper is a combination of a reflective paper and a theory overview paper. This paper should

follow the format described at the end of the syllabus. **Part I of the paper will be due the second class meeting.**

3. Client role-play (5 points). You will role-play a client for another student in the course. In designing your character, use a popular book, movie, poem, song, or television show which you know well and which might be known by several other students in the course. After your classmate presents “you” to the class, try to respond in character as to how you feel about the conceptualization and recommendations for treatment. Your “therapist” will give you up to 5 points for your participation.
4. Theory presentation (50 points). Each student will apply a theoretical approach to their assigned “client.” The presentation will consist of a brief overview of the chosen theory (10 points), a detailed description/assessment of the client issues as viewed through the lens of the theory (10 points), a treatment plan that uses the theory as a primary guide (10 points), and specific/detailed examples of possible interventions that would be used with the client (10 points). Be familiar with how diversity issues and other significant considerations may affect your conceptualization of the client from the theory’s perspective; i.e., include a brief critique/commentary (5 points). You will turn in a handout of the presentation (5 points) to me on the day you present your “client” to the class.

Attendance and Learning Support:

Notification of absence required. Any absence of more than an hour requires a make-up assignment. More than 3 hours of absence is failure to complete the class. Email notification is preferred, but you may also call the professor’s office phone.

Please notify instructor of any special learning considerations that need to be taken into consideration in accordance with the Americans with Disabilities Act.

Grading: A: 100–95 points / A-: 94–90 points / B: 89–85 points / B-: 84–80 points

C: 79–75 points / C-: 74–70 points / D: 69–65 points / D-: 64–60 / F: 59 and below

Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
May 5	Introductions and Course Design	Chapt. 1&2
12	Psychoanalytic (Part I of Paper Due)	Chapt. 3
19	Jungian Guest Speaker, Nick Sotelo	Chapt. 5 Capuzzi & Gross
26	Memorial Day (no class) Work on role-play/presentations	
June 2	Adlerian	Chapt. 4
9	Existential	Chapt. 5
16	Person Centered	Chapt. 6
23	Gestalt	Chapt. 7
30	Cognitive Behavioral	Chapt. 8 & 9
July 7	Reality	Chapt. 10
14	Feminist	Chapt. 11
21	Family, Guest Speaker Maria Austin	Chapt. 12
28	Narrative Final Paper (Parts II and III) Due	Chapt. 13

Description of Final Paper

Part I:

5 points: 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)?

Part II:

35 points: Research a counseling theory and write a research paper covering the major points of this theory. The theory may be one that we cover during the course or may be a theory you have been interesting in exploring for yourself. Suggested length is 10 pages, double-spaced. **Paper must be in APA format** and include at least 10 references other than the course text/readings. Internet references should be from peer reviewed journals, but full-text is fine. Please include a table of contents and headings/subheadings.

Part III:

5 points: Revisit the worldview you described in Part I. Integrate the viewpoint of the theory you wrote about in Part II with your own beliefs about self, other, causes of distress, and why counseling works. If your beliefs have changes since you originally wrote Part I, describe the changes. Remember to integrate the theory you wrote about with your own belief (i.e., is your belief consistent with the theory? If not, what is different?)