

Theories and Philosophy of Counseling
CPSY 513
Department of Counseling Psychology
Graduate School of Education and Counseling, Lewis and Clark College
Fall 2007
September 10th to December 15th
Monday 1:00pm to 4:15pm

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Office hours: 3:30pm to 4pm by espresso machine

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Catalogue Description:

Overview of counseling theories such as psychoanalytic, Adlerian, client-centered, cognitive-behavioral, multi-modal, Gestalt, feminist, existential, solution-focused, brief therapy, newer relational models, and 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: D. Capuzzi and D. Gross (eds), Counseling and Psychotherapy: Theories and interventions. Pearson, 2007 (required)

G. Atwood and R. Stolorow, Faces in a Cloud: Intersubjectivity in personality theory. Aronson 1993 (recommended)

Learning Objectives:

1. To promote an understanding of the functions of different theories in clinical practice and research.
2. To critique major counseling theories in light of competing theories, controversies, research findings, relevance to different populations, and basic assumptions.
3. To encourage reading in primary source material.
4. To develop the ability to generate researchable questions regarding counseling process and outcome.

5. To begin to develop a personal orientation to personhood and therapeutic change.
6. To explore lesser known theoretical perspectives as well as conceptual issues that are not theory specific, e.g., gender, culture, change, ethics.

Assignments:

Please refer to “assignment guidelines” handout provided in first class session.

Grading:

Public Class Participation:

1/3 of the student's final grade will be determined by the grade earned on the 'theory review' assignment. NOTE: First version must be submitted by Thanksgiving break in order to receive detailed constructive comments by instructor. NO EXCEPTIONS!

1/3 of the students' final grade will be determined by class participation as assessed by the instructor. Basically do all the readings in advance, discuss them with other students, and meaningfully participate in class activities and discussions.

Mid-term/final examination will determine students' final 1/3 of the course grade. Test consists of multiple choice, true/false, and very short essay questions.

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. E-mail notification if preferred, but you may also call Dr. Piehl's private 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.