

CPSY 513

Theory and Philosophy of Counseling

Fall 2014

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Office hours:
 Mon. 12:30-2:30
 Wed. 12:30-2:30
 and other times as arranged by email

Office hour appointments must be scheduled with me in advance and confirmed. This means I have replied to your emailed request with a statement that says, "You are in my calendar!"

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. Prerequisite: None.

Note: 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 (x7156). 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.

Objectives: Students will...

- Develop a strong foundation and awareness of diverse theoretical perspectives. (CC: 5c, 5d)
- Demonstrate knowledge of different theoretical counseling interventions. (CC: 5c)
- Demonstrate the ability to conceptualize a client within a systematically derived theoretical model (s). (CC: 7h, 5c)
- 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. (CC: 5b)
- Begin to formulate one's own theoretical orientation and apply it to client issues. (CC: 5c)
- Demonstrate the application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches (CC: C7)
- Use diagnoses and diagnostic tools, including the DSM, as appropriate to the theory (C5)
- Ethical and legal considerations related to theory (CC: 1h)

CACREP objectives/student learning outcomes: Students will gain an understanding of...

- II.K.2.a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- II.K.2.e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
 - II.K.5.b. essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

- II.K.5.c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- II.K.5.d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
- II.K.7.h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- II.K.8.a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,
- C7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

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

Course requirements:

1. 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.
2. Final exam questions (12 points): Each student will submit one multiple choice question that they write—not one copied from another source—after each class period that we meet together. The question can be from a general overview (e.g, humanistic approaches or psychodynamic approaches) or from a specific theory (e.g., Person-centered Theory, Adlerian Theory), can be from the reading or can be about a relevant/related topic that we discuss in class. Students will post their questions to Moodle as indicated and they will be available to all students. A subset of these questions will be used for the final exam.
3. Submit a treatment plan from **your** theory as well as a translation of this treatment plan to CBT language (3 points). This assignment will be discussed in more depth during class. The treatment plans will begin in class and students who do not complete it during class will take it home and bring in the final treatment plans the following week.
4. Two reflective papers will be required (5 points total). These papers should follow the format described at the end of the syllabus. **Part I of the paper will be due the second day of class, Part II will be due during the week of presentations.**
5. 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, television show, painting, etc., which you know well and which might be known by several other students in the course. Your “therapist” will give you up to 5 points for your participation.

Course requirements (continued):

6. Creative intervention presentation -- (15 points). Each student will give a **20 minute** presentation that applies a theoretically consistent intervention to their assigned “client.” Students will present a theory-based assessment of their “client” followed by a theory-based intervention to the class.

The presentation is worth 25 points:

- 5 points for the quality in which a theoretically consistent assessment/analysis of the “client” and or client issues is communicated to the class (i.e., how well does the class understand your client?),
- 5 points for the quality in which a theoretically consistent description of your intervention is communicated to the class (i.e., how well does the class understand your intervention and how it fits into the theory you are using?)
- 4 points for style/engagement/creativity during your presentation—especially NO READING.
- 1 point for completing the presentation within the allotted 20 minutes

7. Theoretical case conceptualization & applying theory-to-practice-- (15 points total). Prior to the presentation, each presenter will give all members of the class a written case conceptualization and an application of theory-to-practice. Overall organization, clarity, and thoroughness of the portfolio will be worth 2 points (i.e., Each section should be clearly delineated, written in a clear and concise manner, and should dig deeper into the theory rather than remaining at a superficial level). The portfolio must be organized into **FOUR clear and differentiated sections:**

1. a brief overview of the chosen theory (about 1-2 pages) – 2 points
2. a detailed description/assessment of the client issues *as viewed through the lens of the theory*. Use the language of the theory to explain what is going on with the “client.” (1-3 pages) -- 6 points
3. a counseling plan/treatment plan *that uses the theory as a primary guide* (1-3 pages; include a narrative explanation, using the language of the theory, of what you think this client needs to learn/experience/contact/become aware of/etc., as well as immediate/short term goals and longer term/*theory-derived* goals – 2 points
4. a specific/detailed description of the creative intervention you presented in class and a detailed explanation of how and why the interventions is theoretically consistent – 5 points

8. Final exam (45 points total)—this exam will be given on the last day of class. The questions for the exam will be taken from the questions generated by all of you.

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).

Thus, grades for the course are determined by the following points:

**ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS
A DAY SUBTRACTED FROM THE TOTAL SCORE.**

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|--------------|------------|
| A = 94-100 | B- = 80-83 |
| A- = 90-93 | C+ = 77-79 |
| B+ = 87-89 | C = 74-76 |
| B = 84-86 | C- = 70-73 |
| F = Below 70 | |

**Course Schedule will be posted to Moodle and is subject to change!
Please check our class Moodle page EVERY WEEK!**

Description of Reflective Paper

Part I (2 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 III (3 points):

Revisit the worldview you described in Part I. Do you still believe the way you did at the start of the course? Does your current "belief system" fit into any of the general or specific categories or theories that we addressed in class or that we read about? How well does it fit? If your belief system does not fit into any of the theories we discussed in class, do you know if there is a approach to counseling that does fit with your belief system? If so, name and describe it.