

MHC 513 Theories and Philosophy of Counseling

Spring 2016

1/12/2016 – 4/19/2016

Tuesdays 5:30 – 8:45

No class on 3/22/2016 due to spring break

Suzanne Schmidt

Office hours by appointment

(541) 619-6177

York 115

schmidts@lclark.edu

Welcome to our class. I am grateful to be on this learning journey with you. Exploring together, I believe this course will help us examine and deepen your knowledge of counseling theories and begin to help you formulate some context around your own ways of working with diverse people in various counseling settings. I invite you to bring your perceptions, experience and ideas to our class and stay open to opportunities for deep learning, self-reflection, collaboration and discourse. Together, I am hoping we build an authentic learning community by creating an atmosphere that fosters open and respectful communication. At the same time, I hope to cultivate a curious and dynamic examination of counseling theories as we courageously address the strengths and limitations of our course content.

Course text: Corey, Gerald (2013). *Theory and Practice of Counseling and Psychotherapy*, 9th Edition. Belmont, CA: Thomson.
ISBN-10: 0495102083, ISBN-13: 9780495102083 (may use 8th edition as well)

Readings: There will be weekly supplemental readings posted in Moodle by Wednesday for the following week's class.

Purpose

This class is designed to be an introduction and overview of the dominant theories and practices in the practice of counseling and psychotherapy. While most of the major theories of counseling will be covered, particular emphasis will be given to contemporary approaches. Selected topics, controversies and philosophical issues in the field of counseling will be explored and discussed. Students will be encouraged to view theories and the treatment process in its cultural context, not only as a counselor, but from the point of view of the client, as well.

Upon completion of the course, students will be able to describe and apply a variety of theoretical frameworks while understanding theoretical integration and the need to fit our theories to each client rather than try to fit clients into our theories. Students will come to appreciate the nature of theory, to understand the impact of a particular theoretical orientation in understanding and limiting how we view and respond to the problems of clients, and to discern the differing worldviews that are implicit in competing theories. Modes of integration will be discussed including common factors, technical eclecticism and theoretical integration. Secondary goals are to stimulate critical thinking and discussion, promote self-exploration, and to have fun.

Assignments and Evaluation:

Grading will be based on the combined scores of all assignments and class participation.

Grading will be weighted as follows:

1. Professional participation	15%
2. 3 Article/chapter review/reflections	15%
3. Theory Introduction presentation	20%
4. Critique paper	20%
5. Written personal reflection	10%
6. Theoretical orientation Paper	20%

Total possible 100 points

Grading scale:

93 -100 = A

90 – 92 = A-

87 – 89 = B+

84 – 86 = B

80 – 83 = B-

77 – 79 = C+

74 – 76 = C

70 – 73 = C-

Below 70 = F

****Detailed Scoring Rubrics for all assignments are found in Moodle**

All assignments should be submitted by midnight on the date they are due. A note about late work: late work will be accepted, with the reduction of possible point de-value of one letter grade increment per day the late assignment is turned in, e.g.

1 day A to A-

2 days A- to B+

3 days B+ to B

4 days B to B-

5 days B- to C+

6 days C+ to C

7 days C to C-

Late work will not be accepted after 7 days.

Student 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.

Please see the Student Support Services website for more information:

http://www.lclark.edu/offices/student_support_services/rights/disability_policy/http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

Course Schedule

Week	Class date	Due	Readings for next week
1	1/12/16	Read syllabus and send you're questions to instructor prior to class Introductions, class norms Counseling theories	Corey Chapters 1&2 Posted readings Complete Self – Assessment
2	1/19/16	Nature of people, problems and change Counselor as a person	Posted readings
3	1/26/16	Experiential theory Article/chapter review/reflection #1 Due	Corey Chapter 4 Posted reading
4	2/2/16	Chapter 4 presentation Psychoanalytic theory	Corey Chapter 5 Posted reading
5	2/9/17	Chapter 5 presentation Individual/Adlerian psychology Personal Reflection Paper Due	Corey Chapter 6 Posted reading
6	2/16/16	Chapter 6 presentation Existential theory	Corey Chapter 7 Posted reading
7	2/23/16	Chapter 7 presentation Person-Centered theory	Corey Chapter 8 Posted reading
8	3/1/16	Chapter 8 presentation Gestalt Theory Article/chapter review/reflection #2 Due	Corey Chapter 9 Posted reading Mid-course correction
9	3/8/16	Chapter 9 presentation Behavior Theory	Corey Chapter 10 Posted reading
10	3/15/16	Chapter 10 presentation CBT/REBT Critique Paper theories Due	Corey Chapter 11 Posted reading
11	3/29/16	Reality/Choice Theory	Corey Chapter 12 Posted reading
12	4/5/16	Chapter 12 presentation Feminist Theory RCT Article/chapter review and reflection #3 Due	Corey Chapter 13 Posted reading
13	4/12/16	Chapter 13 presentation PostModern Approaches IPNB	Corey Chapters 3.15,16
14	4/19/16	Integrated theories Ethics Theoretical Orientation Paper	Whooo hooo! You made it

Assignment Descriptions and Evaluation Standards

Professional participation

Class attendance and participation is a critical factor to your success in the course. As you develop your professional identity as a counselor, I encourage you to subsume professional behaviors such as timeliness, attentiveness and engagement in the class. You are adult learners, making professional decisions. I encourage you to be involved in this course participating to the best of your ability, use effective communication skills, and directly express your ideas, needs, desires, conflicts, and/or relevant learning. We will have initial and ongoing discussions around acceptable class norms, breaks, etc. I appreciate your honest input and continued engagement in this process.

Your professional participation score is a subjective score, however it will be determined by your attendance, readiness for classes (ie having completed the course readings), engagement with the course material, communication, and problem solving.

Any missed class content will be made up by completing extra assignments designed by you and 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). ***It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points.***

Papers format:

All papers should be written in APA format and style, 6th Ed. (see posted resources on Moodle).

Modifications to the APA formatting include: There is no need for an abstract for any of your papers. If a paper includes a personal reflections, please feel free to use the pronoun, I. Otherwise, papers should be kept in the 3rd person, formal.

Please refer to scoring rubrics for all papers (contained in appendices). All papers starred with an Asterick* have the option of resubmitting for a maximum value of 90% (ie. If you receive a 16/20 on a paper, you have the opportunity to earn up to 18/20.)

Article and Chapter Reviews/Reflections

You will submit a total of 3 article and/or chapter review/reflections throughout the term. Please choose, at your discretion, a combination of 3 different article/chapters to write a 500 word brief ***review and reflection*** (roughly 250 words reviewing and synthesizing the article/chapter and 250 words reflecting on what the article meant to you). Please do not choose the chapter for which you are responsible for presenting. Otherwise, feel free to choose and submit any combination of the 3 reviews. Each review is worth 5 points for a total of 15.

Personal Reflection*

This paper will be the introduction of your final theoretical orientation paper. *Spend some time reflecting on what you believe about people and human nature, problems, and how, when and why change occurs (outside of the counseling office).* Write a personal reflection on these ideas. Ultimately, you will incorporate feedback from your instructor and this paper will be the introduction to your final theoretical orientation paper.

This paper is an exercise in reflection and self-examination, and will help you eventually to learn deeper about theories. Theory is not value neutral. Every theory contains embedded assumptions about human nature, how and why problems occur and the process of change. For example, some theories assume people are born primitive, driven by dark forces, until civilized through socialization (psychoanalytic), while other theories assume that we are born in a state of purity until corrupted by society's dictates (Gestalt). Some theories assume that change occurs when feelings shift (person centered), some when thinking is altered (cognitive), and some when external contingencies are changed (behavioral). Some theories see reality as fixed and observable (family systems) while other see reality as shifting, socially constructed, and context dependent (narrative, solution focused). Some theories include developmental assumptions and see history as essential (psychoanalytic) and some contain no developmental assumptions and stay focused in the present (behavioral, solution focused). Within some theories, the therapist is very non-directive while others call for the therapist to be very active and directive.

In this paper, you will not be graded for your reflections and opinions, rather than your ability to *formulate and articulate* well developed ideas about the nature of people, problems and change

Theory Critique*

Please choose at least one theory you have not chosen for your presentation or theoretical orientation to assess and critique. Include a summary of the theories historical relevance, philosophical foundations, and provide a strong analysis and critique this theory: including a discussion of how this theory addresses dominant and non-dominant cultures and marginalized people. Include an assessment of your own values, and/or compare this theory to another theory. **This paper should be 1750-2000 words and include a minimum of 4 sources in addition to Corey's text.**

Theoretical Orientation Paper

Think about the theories we have studied so far and think about your personal beliefs, values and assumptions. The following questions are intended to stimulate your thinking. Do not be limited by these questions, but do allow them to guide your thoughts and reflections when connecting with theories.

1. Which theory or theories most closely fits your view of human nature? Are people essentially born pure or born savage, and what role does socialization play? How do the various theories fit with your personal values?
2. Which theory or theories provides the most accurate map of reality, as you perceive it?

Which seems to most closely capture your own worldview?

3. Which theory or theories most closely matches your own belief about how change occurs in peoples' lives? Which is most important: changing emotion, cognition, or behavior?
4. What life experiences shaped the beliefs and values that lead you to prefer one theory to another? Which theory fits best with your personality and style of interaction?
5. Which theory most closely fits your view of development and history? How necessary is it to understand the past when trying to bring about change?
6. Do some theories fit better for work with children? Adolescents? Adults? Why?
7. Is there one theory that you feel captures "the truth"? Why?
8. Which theory or theories do you see as having the broadest cultural applicability?
9. How has your worldview shifted as a result of studying these theories?
10. What are the pros and cons of theoretical integration vs. theoretical purity?
11. What have you learned about yourself through your reaction to the theories?

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, chose to explore one theory in relationship to your own theoretical foundation. Write an additional 3,000-3,500 page paper connecting your thoughts to one theory. You will deeply explore this theory and your beliefs throughout your paper. This paper should include:

1. A basic summary of your own perspectives (see questions above) related to the nature of people, the nature of problems and the nature of change (This was your initial reflection paper)
2. A rationale connecting your own thoughts to a chosen existing theory
3. Describe this theory in detail including a summary of the history, historical figures, foundational principles, counselor/client relationship, inclusion and multicultural considerations
4. Synthesize your own beliefs with your chosen theory. Explain how your chosen theory works and doesn't work for you and your identified ideas. Make connections.
5. Complete your paper with identifying personal and pragmatic goals for applying this theory and your new learning.

You will need a minimum of 5 original sources, peer reviewed articles or books for your research.

Theory Introduction/Presentation

You will work alone or with a partner to create an in-class presentation of about 30-40 minutes introducing one of the theories we will be discussing. The grade for you and your partner will serve as each individual's grade. The scheduling of presentations and the matching of students to a theory will occur in the first class. The presentation must include, but is not limited to, the following:

1. Discussion of the origin and history of the theory.
2. The basic framework and concepts underlying the theory.
3. The therapeutic practices and techniques that arise from the theory.
4. The explanation of how change occurs within this framework.
5. The role of the counselor within the theory.
6. The developmental scheme and etiological assumptions implicit in the theory (if any).

7. A discussion of the theory's applicability with members of non-dominant social and cultural groups.
8. A critical discussion of the strengths and weaknesses of this approach.
9. Question and answer period.

Teams are expected to present theories as one voice, in a professional, organized and thorough manner. The entire team is responsible for both the presentation and content. Should one group member not be available for the presentation, this group member will not be graded.

The presentation should include visuals, handouts or other illustrative materials. If you use slides or Power Point, please share a copy of your visuals and/or presentation to me so I can upload them to Moodle. You are expected to do substantial outside research in preparation of your presentation including the use of primary sources. ***You will need a minimum of 5 original sources for your research.***

Please include a reference list citing your references, with the material you distribute at your presentation. Your grade will be partially based on how well you are able to engage and hold the interest of your audience. Creativity, humor, and multi-media are all encouraged.

Congratulations! You have made it this far! A little about me...

My name is Suzanne and I have 20+ years in various counseling roles. I have worked as a Middle school and High school counselor, and in residential and day treatment programs, with children, adolescent and adults. I have worked in acute mental health, substance abuse, residential and short-term settings. I have 10 years experience in higher education, providing support services, advising and teaching. Currently, I work full time for the Lake Oswego school district. My past employers have included PCC, Bend LaPine Schools, West Salem High School, Salem Hospital and SW Washington Medical Center.

In addition to teaching for Lewis and Clark, I have taught for 10 years as an adjunct instructor for OSU's counseling program in Bend, OR.

I have two children, a 15 year-old daughter in 10th grade and a 19 year-old son who is (hopefully) heading back to college this year. They are both active in sports and other activities, and have kept me very busy over the years. I try to get out and hike our beautiful trails every once in a while and enjoy reading, gardening and yoga as well. Oh, and I'm ABD- "all but dissertation" and completing a Doctorate in Educational Leadership.

I look forward to working together and getting to know you as we journey forward through this term.

Lewis & Clark College
Professional Mental Health Counseling Program
MHC 513
Theory and Philosophy of Counseling
Syllabus Cover Sheet

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

2f. counselors' roles in eliminating biases, prejudices, and processes

5d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

Program Defined Objectives (CACREP 2009 Standards)

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 one's 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

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					