



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

**AT 501: THEORIES OF COUNSELING AND PSYCHOTHERAPY
FALL 2019**

When: Wednesdays, 1:00 pm – 4:15pm

Where: Rodgers 220

Instructor: Greg Crosby MA LPC, ICGP, FAGPA

Office hours: By Appointment

Office location: We can make arrangements on campus to meet if needed. I do not have an office space.

E-Mail: Crosby@lclark.edu

Phone: 971-300-5955

Credits: 3

CATALOG DESCRIPTION

This course presents the history, theories, principles and techniques of counseling theories and their applications in professional settings.

COURSE DESCRIPTION

We will explore key theorists who have made a significant contribution to the counseling field. This course will focus on learning the central theories/strategies of the counseling field. We will be examining each theory for its fundamental tenets, strategies, contributions to the field and shortcomings. A special focus will be on examining how theories/strategies are applied to diverse situations and a variety of clinical problems.

CAAHEP STUDENT LEARNING OUTCOMES

SLO-A - Understand the historical development of Art Therapy as a profession, and how Art Therapy theories and techniques are a foundation for contemporary Art Therapy professional practice.
SLO-C - Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
SLO-E - Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO-G - Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
SLO-H - Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
SLO-K - Understand professional role and responsibility to engage in advocacy endeavors as they

relate to involvement in professional organizations and advancement of the profession.

CAAHEP CONTENT AREAS

Content Area	Description	Introduced or Reinforced	Method
J.K.4	Understand neuroscience theory as applied to art therapy interventions	Reinforce	Papers
J.S.5	Describe applications of neuroscience theory and research to art therapy practice	Introduce	Papers
k.K.1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive behavioral, systemic	Introduce	Lecture, discussion and demonstration, and reflections and papers
k.S.1	Apply theory to practice through case analysis or critique of clinical scenarios	Introduce	Discussion and paper
k.A.1	Recognize the implications of applying theoretical foundations to therapeutic practice	Introduce	Discussion, reflections and paper

Required Books:

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018) 3rd edition. *Counseling and psychotherapy theories in context and practice: skills, strategies and techniques*. Hoboken: Wiley Publishing.

Corey, G. (2019) 4th edition. *The art of integrative counseling*. Alexandria, Virginia: American Counseling Association.

Required Articles:

Coholic, D. & Eys, M. (2016). Benefits of an arts-based mindfulness group intervention for vulnerable children. *Child & Adolescent Social Work Journal*, 33(1), 1-13. 13p. DOI: 10.1007/s10560-015-0431-3.

Klineberg, J. (2012) *Handbook of group psychotherapy*. Wiley Publications: Malden, MA. Chapter 5. "Integrative group psychotherapy" by Crosby, G. with Altman, D.

Rowland, S. (2015). Jung, art and psychotherapy re-conceptualized by the symbol that joins us to the wildness of the universe. *International Journal of Jungian Studies*, 7(2), 81-93.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018) 3rd edition. *Counseling and psychotherapy theories in context and practice: skills, strategies and techniques*.

Hoboken: Wiley Publishing. Jungian Therapy chapter available on Moodle.

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DISABILITY SERVICES STATEMENT

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 (503-768-7192). 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.

TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch videos clips, engage in group learning tasks, and participate in role-play demonstrations.

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.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the

classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

CLASS PREPARATION

You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

ASSIGNMENTS AND COURSE REQUIREMENTS

Because of the skill development nature of this course, it is required that students complete ALL assignments to pass this class.

EVALUATION AND GRADING

Class participation	10 points
Weekly reflection paper	35 points
Theory Quiz Mid Term	20 points
Compare and Contrast Paper Final	35 points

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

NOTE: All assignments must be turned in at the beginning of class (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late.

ASSIGNMENTS AND EVALUATION

1. Attendance and participation in all classes (10 points)

Class participation	Possible points
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.	4
Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class. Demonstrating ability to be open about discussing the impact of	1

Class participation	Possible points
your comments on your peers.	
Coming to class prepared (having read the assignment for the day) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	2
Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.	1
Providing examples to support or challenge the issues talked about in class. Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.	1
Dealing with other students and/or the instructor in a respectful fashion. Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.	1

2. Weekly Reflection due in class about previous weeks lectures, discussions and readings (35 Points)

The aim of the reflection essay is to help you integrate your learnings from the previous week. I encourage you to start writing this reflection no longer than two days after class to enhance your learnings. The sooner you write it the easier it will be to write. Reflect on last week's readings and class discussions/exercises and videos to help integrate the learnings that you might take with you that can help you as a counselor. Write a reflection addressing the concepts and techniques that most resonate with you, that you might take with you that can help you as a counselor. Reflections should be a 250 word minimum. Turn in at start of class.

	Weekly Reflection Moodle Post	Possible points
k.K.1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive behavioral, systemic	5
k.A.1	Recognize the implications of applying theoretical foundations to therapeutic practice	5

	Complete all reflections prior to the start of class	10
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3. **Take Home Theory Quiz due Oct 23. Will be handed out and discussed in class Oct 9.**

	Take Home Theory Quiz Mid Term	Possible points
J.K.4	Understand neuroscience terms as applied to art therapy interventions	2
k.K.1	Identify basic terms of psychotherapy and counseling theories (including psychoanalytic, Adlerian, Jungian, Person Centered, Existential)	30
SLO-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.	3

4. **Case conceptualization paper (8-10 pages) (35 Points) Final Dec 11**

You will be given a second case scenario in class. Your paper will be based on the individual and presenting problem described in the scenario. These two case conceptualizations papers will allow you to explore four theories. This will be quite helpful in choosing your counseling approach and developing your counseling style. Please include the following in your paper:

- A) Discussion of the client's presenting problems and opportunities for change as shaped/influenced by their social location, e.g., intersecting identities, societal systems of power and privilege, culture, etc.
- B) Application of two counseling models to the situation, including goals from the perspective of each model. Make sure to identify major model concepts and the specific techniques you would use if you were the counselor in the situation described. Make sure you demonstrate a deep working knowledge of both models.
- C) A contrast and comparison of your two chosen counseling models. Discuss how each of the models might fit or not fit for the client. What would the

therapist need to know about the client and need to do to increase the fit and applicability of each model?

- D) You are required to use a minimum of four additional articles in your case conceptualization paper.

	Case Conceptualization Paper Mid Term	Possible points
J.K.4	Understand neuroscience theory as applied to art therapy interventions	2
J.S.5	Describe applications of neuroscience theory and research to art therapy practice	2

COURSE SCHEDULE

Class Date	Topic	Readings & Assignments Due
Week 1	Class overview: Historical Context of Theories Personal Biography and how it affects theory Scientific context of counseling and psychotherapy: Exploring an ancient/modern paradigm of healing How theory emerges in your practice Examine theories and strategies through brain science.	Read Sommers-Flanagan: Chapter 1 Read Corey: Chapter 1
Week 2	Biography and Theory: Sigmund Freud/Karen Horney. Psychoanalytic Approach Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory Diverse populations and Theory	Read Sommers-Flanagan: Chapter 2 Read Corey: Chapter 2, 10 Due: Reflection of week 1 in class
Week 3	Biography and Theory: Alfred Adler/ Individual Psychology and Adlerian Theory. : Carl Jung/ Jungian Theory Theory/Strategies Sample Cases Contributions of the Theory	Read Sommers-Flanagan: Chapter 3 Read Sommers-Flanagan: Jung chapter on Moodle Read Corey : Chapter 3

Class Date	Topic	Readings & Assignments Due
	Shortcomings of the Theory Diverse populations and Theory	Due: Reflection of week in class
Week 4	Biography and Theory: Carl Rodgers and Person Centered Theory and Therapy Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory Diverse populations and Theory Shortcomings of the Theory Diverse populations and Theory	Read Sommers-Flanagan: Chapter 5 No Reflection of week 3 due until Week 5 Guest Speaker: Susan Marie PhD Associate Professor OHSU School of Psychiatric Nursing
Week 5	Biography and Theory: Victor Frankel, and Irv Yalom/ Existential Theory Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory Diverse populations and Theory	Read Sommers-Flanagan: Chapter 4 Read Corey : Chapter 5 Due: Reflection of week 3 and 4 due in class
Week 6	Biography and Theory: BF Skinner/ Behavioral Therapy Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory Diverse populations and Theory Mid -Term Paper Due	Read Sommers-Flanagan: Chapter 7 Read Corey: Chapter 8 Due: Reflection of week 5 due in class Due: Mid Term Quiz(Take Home due week 8)
Week 7	Biography: Virginia Satir /Family Therapy Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory Diverse populations and Theory	Read Sommers-Flanagan: Chapter 12 Guest Speaker: Carolyn Waterfall MS , LPC , Psy D Transformative Leadership candidate
Week 8	Biography and Theory: Aaron Beck , Judith Beck and Albert Ellis/CBT/RET Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory	Read Sommers-Flanagan: Chapter 8 Read: Crosby with Altman(2012) Read Corey: Chapter 6 Due: Reflection on week 7 due in class

Class Date	Topic	Readings & Assignments Due
	Diverse populations and Theory	
Week 9	<p>Biography and Theory: Francine Shapiro/Integrative Therapies</p> <p>Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory Diverse populations and Theory</p>	<p>Read Sommers-Flanagan: Chapter 14</p> <p>Read: Coholic & Eys (2016) Read Corey :Chapter 9</p> <p>Due: Reflection on week 8 due in class</p>
Week 10	<p>Biography and Theory: Fritz Perls and William Glasser/Gestalt Therapy and Reality or Choice Therapy</p> <p>Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory Diverse populations and Theory Review of the highlights</p>	<p>Read Sommers-Flanagan: Chapter 6 & 9 Read Corey : Chapter 7 Due: Reflection due for week 9</p>
Week 11	<p>Biography : Sandra Bem , Feminism</p> <p>Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory Diverse populations and Theory</p>	<p>Read Sommers Flanagan: Chapter 10 Read Corey : Chapter 11</p> <p>Due Week 10 Reflection in Class</p>
Week 12	<p>Multicultural Orientation and Skills</p> <p>Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory Diverse populations and Theory</p>	<p>Read Sommers Flanagan Chapter 13 Read Corey : Chapter 4</p>
Week 13	<p>Biography and Theory: Steve de Shazer and Insoo Kim Berg /Constructive Therapy</p> <p>Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory</p>	<p>Read Sommers-Flanagan: Chapter 11</p> <p>Read Luke: Chapters 6 and 12</p> <p>Due: Reflection for week 11 due.</p>

Class Date	Topic	Readings & Assignments Due
	Diverse populations and Theory	
Week 14	Psychotherapy and Therapy Integration. Theory/Strategies Sample cases Contributions of the theory Shortcomings of the Theory Diverse populations and Theory Evaluation Final Due	Read Sommers and Flanagan: Chapter 14 Read Corey Chapter 9 Final Paper due. Wrap up, share papers, evaluation

