

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health
Counseling - Specialization in Addictions
MHC 513
Theory and Philosophy of Counseling
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

2h. strategies for identifying and eliminating barriers, prejudices, and the processes of intentional and unintentional oppression and discrimination

5a. theories and models of counseling

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

C1b. theories and models related to clinical mental health counseling

Additional Objectives:

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 their 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 | | | | | |

Methods of Instruction for this Course

| Instruction Method | Mark All That Apply |
|------------------------|---------------------|
| Lecture | |
| Small Group Discussion | |
| Large Group Discussion | |
| Course Readings | |
| Group Presentation | |

| | |
|--------------------------------|--|
| Individual Presentation | |
| DVD/Video Presentation | |
| Supervised Small Group Work | |
| Individual/Triadic Supervision | |
| Group Supervision | |
| Case Study | |
| Debate | |
| Class Visitor / Guest Lecturer | |
| Off-Campus / Field Visit | |
| Other: | |
| | |
| | |

**THEORY AND PHILOSOPHY OF COUNSELING
MHC 513-02**

Meghan O'Connor, MA, MFT
Room: York 101
503-446-3683 (Office)

Office Hours:
Arranged by email

Catalog Description/Course Content: Overview of counseling theories such as psychodynamic, client-centered, behavioral, cognitive behavioral, Gestalt, feminist, existential, eco, and transpersonal. 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 are addressed throughout the course.

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.

Required texts:

Corey, Gerald (any year). Theory and Practice of Counseling and Psychotherapy, Any Edition. Belmont, CA: Thomson.

Bly, Robert (1988). A Little Book on the Human Shadow. San Francisco, CA: HarperSanFrancisco.

Links to additional required reading will be posted to Moodle

Course requirements:

- **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.

- **Class Participation:** (10%) This includes engagement in the reading-discussion groups, participation in in-class discussions, participation in and completion of in-class assignments and experiential activities.

- **Reflection Paper I:** (5%) 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 below. *Suggested length is 5 pages, double-spaced.* Please include:
 - What is the Self/personality/self-structure?
 - Why do you imagine people come to counseling?
 - Why does counseling work? What is the agent of healing in counseling?
 - What do you imagine “changes” in therapy enough that things “get better” for the client?

- **Client Role Play:** (10%) This will be the basis for other assignments for this course. You will role play a client for another student, who will be playing your therapist. Every student will play both a therapist and a client. In designing your character, use a popular book, movie, poem, video game, song, television/netflix show, painter or painting which/whom you know intimately. This way you don't have to do much research before hand. When client and therapist meet, the client will be acting as if they are coming to therapy for the first time. Therapist, I will be handing out an intake form that you can use as a guideline to collect information for your assessment, but also be sure to listen, observe, and try to get a good sense of the client. If the client is a child, you may be speaking to the client's parent/ caretaker/guardian for part of or all of the time.

- **Client Portfolio:** (20%) This is a theoretical case conceptualization and an application of a theory (of your choice) into practice. The client (from the client role-play) portfolio should have 3 distinct sections. *Suggested length is 4-6 pages double spaced.* The three sections should be divided as follows:
 - Section 1: Write a *detailed* assessment of your client's issues as viewed *through the lens of the theory* (of your choice).
 - Section 2: Write a counseling plan/treatment plan that uses the theory as a primary guide.
 - Section 3: Write a description of the intervention you will be presenting to the class and an explanation of how it is consistent with the theory you chose.

- **Intervention Presentation and Rationale for Intervention Presentation:** (20%) Each student will give a *15 minute* presentation (15 minutes to present and 5 minutes to take questions) 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. Criteria for the presentation is as follows:
 - Presentation of *theoretically consistent* assessment of the “client” is accurate, clear and engaging. (think creatively)
 - Intervention must be theoretically consistent

- It is evident to the class (through explanation or experiential activity) how the intervention is tied to the theory
 - Visual aids are clear and help to communicate what you are presenting
 - Presentations are completed within the allotted 15 minutes
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- **Theories Paper and Critical Theory Integration Paper:** (30%) This assignment has two, clearly differentiated parts that will be graded separately.
 - The Theories Paper is a research-based overview of your chosen theory. Include a section that explains the theory's perspective of what makes therapy work, i.e., what the central helping/healing dynamic is according to this theoretical perspective. The theory may be one we cover in class or may be a theory you have been interested in exploring for yourself. *Suggested length is 5 pages double spaced, including 15 citations.*
 - The *Critical Theory Integration Paper* is an assessment/critique of the same concepts you discussed in the first part using critical theory. Think closely about the theory you wrote about and assess/critique it using the concepts and questions raised by critical theory. *Suggested length is 5-8 pages double spaced, including 15 citations.*
 - **Reflection Paper II:** (5%) Revisit the worldview you described in Reflection Paper I. *Suggested length is 2-3 pages double spaced.* Please include:
 - How have you changed?
 - How have your views of therapy changed?
 - 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?

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).

Proposed Course Calendar:

(See Moodle Page for Readings, Assignments, and Assignment Due Dates. Check Moodle Page each Friday for updates to weekly readings.)

January 14
Introductions and Expectations

January 21
Humanistic Therapy and Person-Centered Therapy

January 28
Existential Therapy

February 4
Gestalt Therapy

February 11
Client Role Play

February 18
Critical Theory and Feminist Therapy

February 25
Behavioral Therapy

March 3
Cognitive Behavioral Therapy

March 10
Psychodynamic Therapy

March 17
Somatic Therapy

March 24
No Class

March 31
Transpersonal Psychology and Eco-psychology

April 7
Creative Intervention Presentations

April 14
Creative Intervention Presentations

April 21
Creative Intervention Presentations