

**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	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	

Off-Campus / Field Visit	
Other:	



### INSTRUCTOR

Justin D. Henderson, Ph.D., NCC  
Assistant Professor | Professional Mental Health Counseling  
Director | Lewis & Clark Community Counseling Center

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### REQUIRED TEXTS

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10<sup>th</sup> edition). Belmont, CA: Thomas.

### COURSE DESCRIPTION

This course presents an 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. (CACREP 5a, C1b)

### OBJECTIVES (ALSO REFER TO COVER SHEET)

The student will:

1. Demonstrate ability to understand a wide array of historical and contemporary theoretical orientations and counseling approaches.
2. Demonstrate the ability to consume, critique, and understand professional counseling and mental health theory and science.
3. Demonstrate ability to conceptualize client concerns within a wide array of theoretical positions.
4. Demonstrate ability to assess the strengths and limitations of a particular counseling approach.

### COUNSELING, THERAPY, AND SCHOOL PSYCH DEPARTMENT ATTENDANCE POLICY

COVID-19 Instruction: This course will be held electronically and remotely due to the current pandemic. Class will be held through a webcast platform (see tech requirements below). Students are expected to attend these virtual class meetings as they would attend on campus meetings.

Department 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 (i.e., 1.5 hours for a 15 hour class; 1 credit) may result in failure to complete the class. 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.

### TECH REQUIREMENTS

The main learning platforms for this class will include Moodle and Zoom. Moodle will be used as the primary course site and is where students will access learning modules and all course materials. Log in to [Moodle](#) using your Lewis & Clark ID to access our class. [Zoom](#) will be used for synchronous class sessions. You can find the Zoom link on the Moodle course page.

If you have questions about accessing and using Moodle, visit [Lewis & Clark's Moodle Resources page](#). Moodle and tech support is also available by email at [ITservice@lclark.edu](mailto:ITservice@lclark.edu) or by phone at 503-768-7225. IT's hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's [Learning Remotely website](#).

### 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.

### ADDITIONAL REQUIRED AND RECOMMENDED READINGS

Additional articles, chapters, and other materials will be used during the course. These materials will be made available electronically or via hard copy handout(s) throughout the semester.

**Required Readings (All copies can be found on Moodle):**

Each week there may be both text and electronic readings due. Please read the materials ahead of the class and come prepared to discuss them.

**Recommended Readings:**

On Moodle there are also suggested readings and additional resources. They are marked as additional materials and are not required for the course.

**EVALUATION****Theory Portfolio (100 points)*****DUE: Weekly for 10 Weeks***

Each week you will turn in a Theory Brief (**each is worth 10 points**) that summarizes the theoretical orientation that we cover for that week. These assignments are to help you organize your thinking while you read and to provide you with an organized Theory Portfolio that contains a set of briefs to review when you engage in professional examinations (i.e., NCE) in your future. These briefs should be no more than 2 pages typed and following the format that is provided on Moodle. Points for assignments are pass/fail.

**Classroom Discussion and Participation (50 points)**

This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in technique practice and exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting. Students are allowed one excused absence. Further absences will result in a loss of attendance points for the course.

**Term Paper: Theoretical Orientation Paper (100 points)*****DUE: 4/9***

Throughout the course we have covered a wide array of theoretical orientations that guide the work of counseling professionals. These theories all have to be adapted to contemporary times, the contexts and populations that we serve, and the wider health care systems we may be working through. This term paper is an opportunity to explore, with some depth, one particular theoretical orientation that you have an affinity toward. This paper is a combination of a **research paper** and a **personal reflection paper**. *You will need a minimum of 5 original sources, peer reviewed articles or books for your research. It is expected that one of these sources is written work from an original developer of the theory you chose.*

To help find a theory to write about, please contemplate the following questions:

1. How do people come to have problems/concerns/issues for which counseling may help?
2. How do people change and what role do counselors serve in this process?

3. Which theory provides the most foundational coverage of how you perceive reality?
4. What life experiences may well onto a particular theory?
5. Which theory fits well with what you might imagine your style of counseling may be?
6. What are the populations or concerns you plan on gaining skills and expertise?  
Which theory may fit best in this context?

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, you will select one theory to help develop the foundation of your approach to counseling. *Please keep in mind that without substantial clinical experience, it can be difficult to know if this theory will in fact be the most informative for work as a counselor; however, the purpose of this paper is to provide you with an opportunity to become intimately aware of a particular approach to counseling.*

You will write a 10 page term paper. The paper should be formatted to APA standards. You will include a title cover. This paper will be submitted electronically as a PDF file in Moodle at or before the due date.

The paper should be composed of several sections. Below is a table that summarizes the sections that the paper should clearly have and the minimum content domains contained within each section.

Section	Should Include (at minimum):
Theory History, Model and Approach, & Theoretical Assumptions	<ul style="list-style-type: none"> <li>▪ Who were the developers of the approach</li> <li>▪ Historical contexts that gave rise to the theory</li> <li>▪ How does the theory explain how problems emerge, how people change, what role counselors have in this process.</li> </ul>
Personal Summary of Your Position	<ul style="list-style-type: none"> <li>▪ How do you see problems emerge</li> <li>▪ How do people change? What helps or hinders this process?</li> <li>▪ What role will you play in the process of helping people?</li> <li>▪ Why did you choose this theory?</li> </ul>
Strengths & Limitations	<ul style="list-style-type: none"> <li>▪ Strengths of the approach you've selected</li> <li>▪ Limitations</li> <li>▪ Adaptions that might need to be made in contexts you plan to work within?</li> </ul>

#### SUMMARY OF POINTS

Theory Portfolio	<b>100 points</b>
Class Attendance	<b>50 points</b>
<u>Term Paper</u>	<b>100 points</b>
<b>TOTAL</b>	<b>250 points</b>

#### COURSE GRADING SCALE

90-100% = A
80-89% = B
70-79% = C

≤ 69% = F
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<b>CLASS STRUCTURE AND SCHEDULE</b>		
<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
1/15	<b>1. Introduction to the Course</b> - Course Overview -Why Theories are Important -Theoretical Orientation Basics -Contextual Factors Guiding our Work -Clinical Intentionality and Flexibility -Evidenced Based Practices	
1/22	<b>2. Psychoanalytic, Psychodynamic, &amp; Depth Approaches</b> -Psychoanalysis -Adlerian -Jungian -Contemporary Psychodynamic	Theory Brief
1/29	<b>3. Client Centered Approaches</b> -Rogerian Client Centered	Theory Brief
2/5	<b>4. Existential Approaches</b> -Existential Psychotherapy -Logotherapy	Theory Brief
2/12	<b>5. Gestalt, Emotion Focused, &amp; Experiential Approaches</b> -Gestalt Psychotherapy -EFT -Experiential	Theory Brief
2/19	<b>6. Behavioral Approaches</b> -Behavioral Theory & Science -Behavioral Activation	Theory Brief
2/26	<b>7. Cognitive Behavioral Approaches</b> -Traditional CBT -REBT -Schema Therapy	Theory Brief
3/5	<b>8. Third-Wave Behavioral Approaches</b> -ACT -DBT -CFT	Theory Brief



3/12	<b>9. Constructivist &amp; Postmodern Approaches</b> -Narrative Therapy -Constructivist Cognitive -Solution Focused	<b>Theory Brief</b>
3/19	<b>10. Critical &amp; Feminist Theory</b> -Relational Cultural Theory -Feminist Therapy	<b>Theory Brief</b>
4/2	<b>11. Systems Approaches</b> - Couples and Family Therapies - Ecological Perspectives - Counseling Advocacy Considerations	<b>Theory Brief</b>
4/9	<b>12. Other Topics of Theoretical Interest</b> - Class Interests - Common Factors Models - Motivation for Change considerations - Mindfulness, Compassion, and other Contemplative models in counseling	<b>Term Paper Due</b>
4/16	<b>13. Integrated Approaches</b> - Adapting theories to contexts - Integration v. eclectic approaches - Examples of Integrated Approaches	<b>None</b>
4/23	<b>14. Theory Exploration &amp; Practice I</b> - Activities to Explore Orientation	<b>None</b>
4/30	<b>15. Theory Exploration &amp; Practice II</b> - Case Conceptualization - Reflection on Personal Change	<b>None</b>