

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

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Office Hours:
Arranged by email

Catalog Description/Course Content: Overview of counseling theories such as psychodynamic, humanistic, behavioral, cognitive behavioral, Gestalt, somatic, 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.

Links to additional required reading will be posted to Moodle

Course requirements/Descriptions of Assignments:

- **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**: (20%) This includes engagement in reading-discussion groups, participation in class discussions, participation in and completion of in-class assignments and experiential activities.

- **Reflection Paper:** (5%) This is an exploration of your own lived experience and how it might impact your belief systems about counseling and how it works. Don't overthink it. Just let it flow. I don't expect you to know what you're talking about yet. *Suggested length is 1000-1500 words, double-spaced.*
Instructions: Describe a healing or reparative event in your life. What happened? What healed or changed? Now consider this and write freely how this might contribute to your conscious (known) or unconscious (not known) ideas and expectations of how you, as the therapist, might work with a client to support change and healing in their life.
- **Client Role Play:** (10%) This will be the basis for Intervention Presentation. 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, show, which/whom you know intimately. This way you don't have to do much research before hand. You can also role play a friend or family member. When client and therapist meet, the client will be acting as if they are coming to therapy for the first time. Therapist will use an intake form as a guideline to collect information for their assessment. But also be sure to listen, observe, and ask follow up questions to get a deeper 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.
- **Intervention Presentation Outline:** (5%) This is a simple check-in email mid-semester. Please include a brief outline of the Theory and Intervention you'll be applying to your client for your Intervention Presentation.
- **Intervention Presentation** (30%) Each student will give a 20 *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 background information on the client based on the intake, an assessment of their "client" issues as viewed through the lens of the theory, a brief treatment plan, followed by a theoretically consistent intervention to the class based on the client's goals. Criteria for the presentation is as follows:
 - Presentation of the client and your chosen theory
 - A *theoretically consistent* assessment of the client
 - A counseling treatment plan with one short term goal and one long term goal
 - An Intervention that is theoretically consistent
 - It is evident to the class (through explanation or experiential activity) how the intervention is tied to the theory and the client's goals
 - Visual aids are clear and help to communicate what you are presenting - Get creative!
 - Presentations are completed within the allotted 20 minutes
- **Theories Paper and Critical Theory Integration Paper:** (30%) This assignment has two, clearly differentiated parts that will be graded separately. Please reference both the syllabus cover sheet and the grading rubrics on the top of Moodle for further guidance on criteria and grading.

- 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, Relevant information supported by at least 15 credible, academic sources, each source cited less than 3 times.*
- 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 pages double spaced, including citations from 5 credible, academic sources, each source cited less than 3 times.*

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.)

September 7
Introductions and Expectations
(no homework due on first class)

September 14
Humanistic Therapy and Person-Centered Therapy

September 21
Existential Therapy

September 28
Gestalt Therapy

October 5
Behavioral Therapy

October 12
Cognitive Behavioral Therapy

October 19
Client Role Play Day

October 26
Transpersonal Therapy and Ecotherapy

November 2
Psychodynamic Therapy

November 9
Somatic Therapy

November 16
Feminist Therapy and Critical Theory

November 23
No Class

November 30
Creative Intervention Presentations

December 7
Creative Intervention Presentations

December 14
Creative Intervention Presentations