

Lewis & Clark College
Professional Mental Health Counseling
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

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
Individual Presentation	X
Supervised Small Group Work	X
Case Study	
Class Visitor / Guest Lecturer	X
Other: other creative teaching approaches TBD	

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					

Lewis & Clark College Professional Mental Health Counseling
MHC 513: Theory and Philosophy of Counseling
Fridays 9:00-12:15

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Office hours:
Schedule via email

Office hour appointments must be scheduled with me in advance *and confirmed*. Appointments are confirmed when I have sent you an invitation Google calendar and you have replied in the affirmative.

Please email me to make appointments for office hours. If I have no appointments scheduled during office hours, I may schedule meetings, site visits or other appointments during those times.

CATALOG DESCRIPTION: 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)

Prerequisite: None.

LEWIS AND CLARK GRADUATE SCHOOL ESSENTIAL POLICIES: This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

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.

ATTENDANCE/PARTICIPATION EXPECTATIONS: This class will be held in-person weekly unless the circumstances are such that we all need to meet virtually (i.e., snow storm, campus closure). Class participation is expected and required with flexibility given in order to keep you and other class members healthy. Missing more than ten percent of class activities may result in failure to complete the class. In case of hardship and at the discretion of the instructor, a grade of incomplete may also 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.

Readings and activities will be posted in weekly learning modules. Each module will be available by the day after class (Thursday) at 10 a.m. at the latest and students will be expected to complete ALL readings

and activities by the following Wednesday during class. While we will not always use the entire class time allotted in order to reduce the time that we are all together in a large group, you should be available during that time for course activities such as small group diagnostic assessments, lecture reviews/questions, and planning for group presentations. If there is time remaining in class, it may be used to complete the asynchronous assignments for the following week.

TECHNICAL REQUIREMENTS FOR OUR VIRTUAL CLASSROOM:

The main learning platforms for this class will include Moodle and, if needed as discussed above, Zoom. Moodle will be used as the primary course management platform and is where students will access weekly learning modules and all course materials. Please let me know ASAP if you do not see our course in your Moodle dashboard.

In the possibility that we need to meet virtually, Zoom will be used. If you test positive for Covid and/or are in quarantine, you *may* be able to attend virtually via Zoom *if* a classmate volunteers to Zoom you in from their laptop or ipad.

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 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>

<p>REQUIRED TEXTS: Corey, Gerald (any year). Theory and Practice of Counseling and Psychotherapy, Any Edition. Belmont, CA: Thomson.</p>

<p><i>Links to additional required reading will be posted to Moodle</i></p>

ASSIGNMENTS AND GRADING:

1. Weekly activities on Moodle and Attendance --- 60 points

Students must complete ALL of the weekly activities posted on Moodle and participate in the weekly classroom activities/sessions. Some of the activities will be questions, responses, or discussions related to the lecture, others will be written or artistically-represented thoughts/responses to the readings, others will be activities done during our class sessions, etc.

2. "Harry Potter Sorting Hat" Theory Paper—80 points

Students will write a 5 page paper detailing the history and use of the theory assigned to them during the sorting hat activity.

Please expand on the following:

- 1) Does this theory feel like something you could see yourself using in your work (why/why not?)
- 2) What is the intended use of this theory? (i.e. what are the objectives and values of this theory?)
 - a. How does that align with your values?
- 3) This includes an assessment/critique of your theory using critical theory. Think closely about the theory and assess/critique it using the concepts and questions raised by critical theory (i.e., power relationships, race/class/gender/sexual orientation, privilege, oppression, voice, dominant culture, etc.) Use the critical theory handout as a guide to addressing these questions in your theory. Remember, **this is not a critique of the theory, per se**; it is an **analysis of the power dynamics** and the theory's **attention to contexts of power**.

3. “Harry Potter Sorting Hat” Theory Presentation — 60 points

This project is intended to be a close look at the theory assigned to you and how it does or does not feel congruent to you. This presentation will examine how the theory assigned to you at the beginning of the semester has either felt like the “best fit for now” theory for you, or conversely, felt completely incongruent to your values. The paper you wrote at the beginning of the semester will be a great starting point for creating the content of this presentation. Please include the following in your presentation:

- 1) The theory assigned to you
- 2) Your desired demographic as a professional counselor
- 3) The “typical” demographics the theory assigned to you is used with
- 4) Your relationship to this theory
 - a. Do you feel that this is a theory you will use in your work?
 - b. Was there are theory you felt more connected to?
 - c. If the assigned or new theory is your go to, what supporting theories do you see yourself using?

GRADING:

90-100% = A

80-90% = B

70-79% = C

≤ 69% = F

PROPOSED/TENTATIVE COURSE CALENDAR

Date	Topic	Assignments
Week 1: 9/8/23	Intros & Expectations Sorting Hat Activity	
Week 2: 9/15/23	Humanistic Approaches: -Person Centered Therapy	Person Centered Therapy Chapter: Corey Links on Moodle: “Empathic Listening” and Rogers Article
Week 3: 9/22/23	Psychoanalytic Approaches: -Psychoanalysis -Jungian -Psychodynamic	Moodle Readings Only
Week 4: 9/29/23	Gestalt Therapy -Gestalt Psychotherapy	Gestalt Therapy Chapter: Corey Articles on Moodle
Week 5: 10/6/23	Existential Therapy	Existential Therapy Chapter: Corey Articles on Moodle Please complete the forum on Moodle to discuss in class
Week 6: 10/13/23	DBT: -Adult and Adolescent	Koerner Chapter Provided By Jordyn
Week 7: 10/20/23	Crisis Work: Guest Speaker -Solution Focused Brief Therapy -SBIRT -Applied Suicide Intervention Skills Training	Turner Chapter Provided By Jordyn
Week 8: 10/27/23	CBT and ACT -Guest speaker	CBT Chapter: Corey Articles on Moodle

Week 9: 11/3/23	Critical and Feminist Theory: -RCT -Feminist Theory -Critical Theory	Feminist Theory Chapter: Corey Moodle Articles Turner Chapter Provided by Jordyn
Week 10: 11/10/23	Narrative and Solution Focused	Postmodern Approaches Chapter: Corey Turner Chapter Provided by Jordyn
Week 11: 11/17/23	Systems Theories: -IFS -Ecological Theories: attachment	Turner Chapter Provided by Jordyn Wallin Chapter Provided by Jordyn
Week 12: BREAK 11/24/23	_____ _____	
Week 13: 12/1/23	Evidence Based Theories: -collaborative problem solving -self compassion work -ABA -PCIT	Behavior Therapy Chapter: Corey Materials Provided by Jordyn
Week 14: 12/8/23	Student Presentations	
Week 15: 12/15/23	Student Presentations	