

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology
MHC 513-02
Theory & Philosophy of Counseling

COURSE SYLLABUS
MHC 513-Theory & Philosophy of Counseling (3 credits)
Spring Semester 2024
Thursdays, 1:00-4:15
York 117

Instructor: Alexia DeLeon, Ph.D.
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Office: Rogers Hall, Office 427
Office Hours: By appointment only

Required Texts:

Corey, Gerald (10th ed). Theory and Practice of Counseling and Psychotherapy, Any Edition. Belmont, CA: Thomson.

Other Required and Recommended Readings:

Other readings will be announced throughout the semester and posted to **moodle**.

Teaching Statement:

My teaching style is rooted in the concept of emergent curriculum meaning there may be other readings (articles, blogs, news columns, etc.), or other material assigned throughout the semester as the in-class process develops, as well as online discussion forums through Moodle. This may include additional articles, book chapters, podcasts, videos, other forms of media, etc. Additional readings and/or other assigned or recommended material will be posted to Moodle and/or discussed prior to the following week when they will be discussed in class. I utilize an anti-oppressive pedagogy named *Sentipensante* in all of my classes. This pedagogy incorporates contemplative practices, such as mindfulness meditation, and other practices, as a way to help ground students and liberate them from past experiences of oppression. Mindfulness allows us to be fully present and less guarded, which helps to create connection and work against oppression of all forms within the group setting (Berila, 2016). This pedagogy highlights the *mind/body/spirit* connection and allows for students to integrate their inner (*sensing*) and outer (*thinking*) learning experiences (Rendón, 2009). You can expect to begin every class with some sort of contemplative practice and to be challenged to think critically about the material we are discussing amongst your peers and myself as the course instructor. If you have further questions about my style of pedagogy please reach out via email to schedule a meeting with me. I look forward to this learning journey with you!

Moodle:

Other readings are available on Moodle, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225.

Ethical Guidelines:

Students will obtain and bring a current copy of the ACA Ethical Guidelines to class.

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).

Class Assignments/Grading:**1. Attendance & Participation (20 points)**

You **must attend and participate in all classes**. If an emergency requires that you miss a class or any portion of a class, you must contact the instructor as soon as possible and a makeup assignment may be required. The instructor will determine the exact content of this makeup assignment. **More than one absence may lead to a failure to complete requirements for credit**. Each week there will be an assignment related to the readings. You may be given questions to consider and be prepared to discuss, you may develop questions, or there may be an activity to complete and share with classmates. Well-prepared students make for the best class discussions!

2. Group Movie Presentation (20 points)

Your group (*2 people*) will choose a movie with a main character who has a mental health concern, such as anxiety, depression, addiction, etc. Everyone in the group must watch the movie in order to be able to provide multiple perspectives to the case conceptualization for this presentation with the chosen theory of your group. Each group must choose a different movie for this presentation. Your group will show a *maximum* of 10 minutes of the movie to the class during your presentation to give the class an idea of what the client is experiencing. Your presentation will be **45 minutes** in length. If you do not present for 45 minutes you will lose points on the assignment. If you go over 50 minutes for this assignment you will lose points. You will present the case as if the character from the movie is your client and as if you are working through a particular theory of your choice. You can be as creative as you wish with this

assignment, which means you can add to the movie or put a spin on it ☺ Your presentation must be presented in a Prezi or PowerPoint format when presenting to the class and it must cover the following items:

- a. An overview of the theory you are presenting on as if the class has never heard of this model before. You will want to cover the model *in-depth*
- b. How you are conceptualizing the client's mental health concern based on the theory you are presenting on: What does this theory say about anxiety, depression, etc. (whatever the main character is experiencing) in general, what about the specific issue the character is experiencing?, convince the audience that this theoretical orientation/approach is the best one for this character's case (rationale). What does your theory say about change? Where do you think the client is at in terms of their presenting concern (stage of change)?
- c. A list of resources about your theory for the class (maybe some EBR you find for your chosen theory and the character's mental health concern). This can be provided in a handout or on a slide in your presentation
- d. DSM 5 diagnosis and rationale if your model suggests a diagnosis and if not, please provide a rationale of why you are excluding this in your presentation
- e. A minimum of **3** interventions you will try with this client (that fit within your chosen theory)
- f. Interactive/Experiential Learning Activity (*Optional*)-Your group may choose to include this in your presentation but it is not required, just another option if you all want to be creative in this assignment

3. Individual (Creative and/or Art-CAT) Theory Presentation (20 points)

You will select ONE theoretical approach to present to the class for this assignment. Your presentation can be something creative/artistic. You can present a PowerPoint, Prezi, podcast, theatre scene, video collage, digital storytelling, etc. The idea is to be creative with this presentation! You will give a presentation on a theory you choose as your "best fit" theory. The presentation should include the following 5 parts: **(20-30 minutes)**

- 1) You will begin by talking about your journey towards finding a "best fit for now" and will talk about aspects of yourself that fit well with the theory.
- 2) You will talk about what your "best fit for now" theory has to say about "healing" or "growth", i.e., what does this theory say is/are the aspect(s) that make it work? That heals clients? That allows clients to grow?
- 3) You will briefly present your client and the reasons that the client has come to counseling.
- 4) You will demonstrate an application of this theory to your assigned "client." This section does not require your client to participate; you will demonstrate how the application *might* look

based on the information that you gathered during your client “intake” and any follow-up research you did related to the client and their issues.

5) You will submit a list of 6 references. For each reference, you will write a rationale about why the reference is a valid/true/accurate/representation of the theory. Reference list/rationales should be uploaded separately from the slides or visual aids used for your presentation.

5. Final Term Paper-Theoretical Orientation Paper (40 points)

Throughout the course we will cover 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 your 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 **Word doc** in **moodle** at or before the due date.

The paper should be composed of several sections. Clearly mark these sections within your paper (using APA formatting). Below is a table that summarizes the sections that the paper should clearly have and the minimum content domains contained within each section.

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

Grading Summary:

Attendance & Participation	20
Group Movie Presentation	20
Individual Theory (CAT)	20
Final Theory Paper	40
Total Possible Points	100

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).

Thus, grades for the course are determined by the following percentages:

A = 94-100 A- = 90-93 B+ = 87-89

B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73

F = Below

ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE

Below 80%: As graduate students, you are expected to do the work as assigned and described. If

you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

Students with Disabilities:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

***TENTATIVE Weekly Course Schedule**

Week	Class Discussion Topic	Date	Readings for next class	Assignments Due
1	-Introductions -Day One PowerPoint -Syllabus review -Choose small groups for Group Movie Presentation	1/11/24	Ch. 1-3	
2	-Introduction & Overview -The Counselor: Person & the Professional -Ethical Issues in Counseling Practice	1/18/24	Ch. 4	
3	-Psychoanalytic Therapy -Lecture/Discussion -In class Demonstration	1/25/24	Ch. 5	
4	-Adlerian Therapy -Lecture/Discussion -Experiential activity	2/1/24	Ch. 6	

5	-Existential Therapy -Lecture/Discussion -Experiential Activity	2/8/24	Ch. 7	
6	-Person-centered Therapy -Lecture/Discussion -Experiential Activity	2/15/24	Ch. 8	<u>DUE:</u> <i>Group Movie Presentations</i>
7	-Gestalt Therapy -Lecture/Discussion -In Class Demonstration	2/22/24	Ch. 9	<u>DUE:</u> <i>Group Movie Presentation</i>
8	-Behavior Therapy -Lecture/Discussion -Experiential Activity	2/29/24	Ch. 10	
9	-Cognitive Behavior Therapy -Lecture/Discussion -Experiential Activity	3/7/24	Ch. 11	
10	-Choice Theory/Reality Therapy -Lecture/Discussion -Experiential Activity	3/14/24	Ch. 12	
11	-Feminist Therapy -Relational Cultural Theory -Lecture/Discussion -Experiential Activity/In-Class Demo	3/21/24	Ch. 13	<u>DUE:</u> CAT Assignment due!!

12	-Postmodern Approaches -SBFT -Social Constructionism -Lecture/Discussion -Experiential Activity	4/4/24	<i>Ch. 13 & other readings on moodle</i>	<u>DUE:</u> CAT Assignment due!!
13	-Narrative Therapy -Lecture/Discussion -Experiential Activity	4/11/24	<i>Ch. 14</i>	<u>DUE:</u> Final Theory Paper- upload to moodle in a Word doc (due on 4/15/24)
14	-Family Systems Therapy -Course Wrap-Up & Evals	4/18/24		