

Lewis & Clark College
Theory and Philosophy of Counseling
CPSY 513
Fall 2008

Professor: Michele Eave, M.A.

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Meeting Times:
Wednesday Evenings – September 3rd – December 10th
5:30pm – 8:45pm
Rogers Hall, Rm. 105

Catalogue 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.

Textbook: J. Frew & M. Spiegler (Eds.). (2008). *Contemporary Psychotherapies for a Diverse World*. New York: Lahaska Press.

Learning Objectives:

- Develop a strong foundation and awareness of diverse theoretical perspectives.
- Demonstrate knowledge of different theoretical counseling interventions.
- Demonstrate the ability to conceptualize a client within a systematically derived theoretical model(s).
- Demonstrate an understanding of issues and considerations associated with human diversity as applied to theory.
- Understand one's own value systems and the impact on therapeutic work.
- Begin to formulate one's own theoretical orientation and apply it to client issues.

Assignments:

Preparation for and Participation in Class Discussion

For each of the approaches discussed in the course, be familiar with 5 or 6 of the following aspects:

- The theory's assumptions about human nature
- Basic concepts of the model
- Its idea about development, pathology, and optimal psychological health
- Practices and techniques and how they are supposed to work
- Empirical evidence for theories and interventions
- Cultural origins of the theory
- Personal resonance, relevance; appropriateness for various groups
- Diverse voice reaction

Course requirements:

1. Timeliness, attendance and active participation are critical to learning (15 points). Tardiness and lack of participation will be reflected in total grade points available. One absence from class per semester for extenuating reasons is allowed, but make up activities will be expected as arranged with the instructor. More than one absence will be reflected in your grade and may lead to a failure to complete requirements for credit.

2. Theoretical paper will be required (40 points total for 3 parts). The paper is a combination of a reflective paper and a theory overview paper. This paper should follow the format described at the end of the syllabus. **Part I of the paper will be due the third class meeting.**
3. Client role-play (5 points). You will role-play a client for another student in the course. In designing your character, use a popular book, movie, poem, song, or television show which you know well and which might be known by several other students in the course. You may also invent a client based loosely on your life experiences. It is important that you feel safe sharing this character with classmates. If you are having difficulty determining what “client” you would like to play, please see me. After your classmate presents “you” to the class, try to respond in character as to how you feel about the conceptualization and recommendations for treatment. Your “therapist” will give you up to 5 points for your participation.
4. Theory presentation (40 points). Each student will apply a theoretical approach to their assigned “client” and present theory and client work to class (see pg. 6 of syllabus for detailed description of presentation requirements).

Attendance and Learning Support:

Notification of absence required. Any absence of more than an hour requires a make-up assignment. More than 3 hours of absence is failure to complete the class. Email notification is preferred, but you may also call the professor's office phone.

Please notify instructor of any special learning considerations that need to be taken into consideration in accordance with the Americans with Disabilities Act.

Grading: A: 100–95 points / A-: 94–90 points / B: 89–85 points / B-: 84–80 points

C: 79–75 points / C-: 74–70 points / D: 69–65 points / D-: 64–60 / F: 59 and below

Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Sept 3	Introductions and Course Design Sloan Sloan	Chapt. 4 Chapt. 18
Sept 10	Overview of Theories Frew	Chapters. 1&2
17	Psychoanalytic (Part I of Paper Due) Frew	Chapt. 3
24	Jungian Capuzzi & Gross	Chapt. 5
Oct 1	Adlerian Positive Psychology in Practice Article	Chapt. 4
8	Existential Counseling without Truth Article	Chapt. 5
15	Person Centered Stephan Tobin Article	Chapt. 6
22	Gestalt	Chapt. 7
29	Cognitive Behavioral	Chapters. 8 & 9
Nov 5	Reality	Chapt. 10
12	Feminist Relational-Cultural Theory Article	Chapt. 11
19	Family/Systems Work	Chapt. 12
26	No Class – Happy Thanksgiving	
Dec 3	Narrative Stages of Change Prochaska & Norcross	Chapt. 13 Chapt. 15
10	Intersubjective/Two Person Therapy Final Paper (Parts II and III) Due	

Description of Final Paper

Part I:

5 points: 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. Include an explanation of WHY you believe what you believe (i.e., if you believe that God created the self, why do you believe that? If you believe that counseling works because the counselor is smarter than the client, why do you believe that?) Paper should be 4 - 5 pages, double-spaced. Please include your beliefs about:

1. Self/personality/self-structure: What is a self/personality? How is a self/personality created? Does the self exist as an individual? What is the role of context/community/others to the self? Is it pre-determined or not? What are values, and how do they relate to who you are?
2. Why do you believe people come to counseling (societal inequities, personal coping issues, problems in living, relational brokenness, mental illness, DSM-IV diagnoses, life trauma, etc., etc.) and especially, what you believe causes or leads up to these problems, issues, etc.?
3. Why do you believe counseling works, or how does it help? What is a therapist's role in making counseling work? What do you think "changes" enough that things get better with counseling (i.e., thoughts, feelings, self-structure, behaviors)?

Part II:

30 points: Research a counseling theory and write a research paper covering the major points of this theory. The theory may be one that we cover during the course or may be a theory you have been interested in exploring for yourself. 8 - 10 pages, double-spaced.

Paper must be in APA format and include at least 8 references other than the course text/readings. Internet references should be from peer reviewed journals, but full-text is fine. Please include headings/subheadings (introduction, body of paper, world view integration, conclusion).

Part III:

5 points: Revisit the worldview you described in Part I. Integrate the viewpoint of the theory you wrote about in Part II with your own beliefs about self, other, causes of distress, and why counseling works. If your beliefs have changed since you originally wrote Part I, describe the changes. Remember to integrate the theory you wrote about with your own belief (i.e., is your belief consistent with the theory? If not, what is different?)

Description of Theory Presentation

40 points: The following information should be incorporated into your presentation:

- **10 points: Overview of theory** including influential theorists, historical overview, main tenets, beliefs on health and pathology, criticisms, etc. Include **psychoeducational video** of theorist or therapist discussing theory.
- **10 points: Detailed description/assessment of the client issues** as viewed through the lens of the theory, counseling role play history with client, pertinent client information, description of how theory guided therapist through role play, therapist's use of theoretical tenets, etc.
- **5 points: Detailed treatment plan** that uses the theory as a primary guide, how this was effective or ineffective in treatment with client, client's response to treatment plan, flexibility within the treatment plan, therapist's personal experience with treatment plan using theory as the guide, etc.
- **5 points: Specific details and examples of possible interventions** that would be used with the client (homework, relational work, therapeutic relationship, advocacy, journaling, dream work, etc.).
- **5 points: Discuss issues of diversity**, social influences, how theory works with oppressed and marginalized individuals and how these important issues are addressed within the framework of the theory.
- **5 points: Handout of presentation** to me on the day you present your "client" to the class. Overall presentation style. Presentation should be approximately an hour – hour and a half.