

**Theories and Philosophy of Counseling**  
CPSY 513  
Department of Counseling Psychology  
Graduate School of Education and Counseling, Lewis and Clark College  
Summer 2007  
May 7 – June 13; Monday-Wednesday, 5:30-9:15 pm

Professor Tod Sloan, Ph.D.

Advising by appointment – call CPSY office to schedule – 503-768-6060

Direct office line: 503-768-6066

Email: [sloan@lclark.edu](mailto:sloan@lclark.edu) Website: [www.lclark.edu/faculty/sloan](http://www.lclark.edu/faculty/sloan)

**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 and M. Spiegler (eds), *Contemporary Psychotherapies for a Diverse World*. Lahaska Press, 2008.

**Learning Objectives:**

1. To promote an understanding of the functions of different theories in clinical practice and research.
2. To critique major counseling theories in light of competing theories, controversies, research findings, relevance to different populations, and basic assumptions.
3. To encourage reading in primary source material.
4. To develop the ability to generate researchable questions regarding counseling process and outcome.
5. To begin to develop a personal orientation to personhood and therapeutic change.
6. To explore lesser-known theoretical perspectives as well as conceptual issues that are not theory specific, e.g., gender, culture, change, ethics.

**Assignments:**

Preparation for and Participation in Class Discussion

1. 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

2. Do one of the following and be prepared to share what you learn from it:

- Read an article on a concept associated with the theory
- Interview a professional who espouses the theoretical orientation
- Read a case study utilizing the theory
- Read an article presenting empirical evidence bearing on the theory
- Read a critique of the theory from a competing point of view

3. Either bring a page of insights, questions, and concerns to class or post a response after the class discussion that expresses your synthesis of the material covered.

### **Course Schedule:**

<b>May 7</b>	<b>Introduction and Course Design</b>
<b>May 9</b>	<b>Theory and Practice; Preview of Psychoanalytic Theory</b>
<b>May 14</b>	<b>Psychoanalysis</b>
<b>May 16</b>	<b>Adlerian Counseling</b>
<b>May 21</b>	<b>Existential Psychotherapy</b>
<b>May 23</b>	<b>Person-Centered Counseling</b>
<b>May 30</b>	<b>Gestalt Therapy</b>
<b>June 4</b>	<b>Cognitive-Behavioral Therapy</b>
<b>June 6</b>	<b>Feminist Therapy and Counseling</b>
<b>June 11</b>	<b>Family Therapy</b>
<b>June 13</b>	<b>Narrative Therapy</b>

### **Grading:**

Full preparation for class discussion as outlined above and serious participation in class discussion will earn an A. Less than full and serious work, as assessed by the professor, will earn a B. Failure to prepare and participate on more than one occasion, unless previous arrangements are made, will earn a grade of C or F.

### **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.