

## CPSY 513                      Theory and Philosophy of Counseling                      Fall 2012

Stella Beatríz Kerl-McClain, Ph. D.  
Rm 328 Rogers Hall  
503-768-6077 (office)  
503-841-0333 (cell)  
[sbk@lclark.edu](mailto:sbk@lclark.edu)

Office hours:  
Mon. 12:30-2:30  
Wed. 12:30-2:30  
and other times as arranged by email

Office hour appointments must be scheduled with me in advance and confirmed. This means I have replied to your emailed request with a statement that says, "You are in my calendar!"

*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.

Prerequisite: None.

**Objectives:** Students will...

- Develop a strong foundation and awareness of diverse theoretical perspectives. (CC: 5c, 5d)
- Demonstrate knowledge of different theoretical counseling interventions. (CC: 5c)
- Demonstrate the ability to conceptualize a client within a systematically derived theoretical model (s). (CC: 7h, 5c)
- 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. (CC: 5b)
- Begin to formulate one's own theoretical orientation and apply it to client issues. (CC: 5c)
- Demonstrate the application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches (CC: C7)
- Use diagnoses and diagnostic tools, including the DSM, as appropriate to the theory (C5)
- Ethical and legal considerations related to theory (CC: 1h)

**CACREP objectives/student learning outcomes:** Students will gain an understanding of...

II.K.2.a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;

- II.K.2.e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- II.K.5.b. essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

- II.K.5.c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- II.K.5.d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
- II.K.7.h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- II.K.8.a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,
- C7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

**Required texts:** Corey, Gerald (2008). *Theory and Practice of Counseling and Psychotherapy*, 8th Edition. Belmont, CA: Thomson. ISBN-10: 0495102083, ISBN-13: 9780495102083 (*May use older editions*).

***Links to additional required reading will be posted to Moodle***

**Course requirements:**

1. 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.
3. Submit a treatment plan from **your** theory as well as a translation of this treatment plan to CBT language (no points for this assignment, but you will receive an incomplete if not submitted).
4. One final paper will be required (35 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 second day of class, Parts II and III during the week of presentations.**
5. 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, television show, painting, etc., which you know well and which might be known by several other students in the course. Your “therapist” will give you up to 5 points for your participation.

**Course requirements (continued):**

6. Creative intervention presentation -- (30 points). Each student will give a **20 minute** presentation that applies a theoretically consistent intervention to their assigned “client.” Students will present a theory-based assessment of their “client” followed by a theory-based intervention to the class.

The presentation is worth 30 points:

- 11 points for the quality in which a theoretically consistent assessment/analysis of the “client” and or client issues is communicated to the class,
- 11 points for the quality in which a theoretically consistent description of your intervention is communicated to the class
- 4 points for style/engagement/creativity during your presentation.
- 4 points for completing the presentation within the allotted 20 minutes (1 point subtracted for each minute overtime).

7. Theoretical case conceptualization & applying theory-to-practice-- (30 points). Prior to the presentation, each presenter will give all members of the class a written case conceptualization and an application of theory-to-practice which consists of **FOUR clear and differentiated sections:**

1. a brief overview of the chosen theory (about one page) -- 3 points
2. a detailed description/assessment of the client issues *as viewed through the lens of the theory*. Use the language of the theory to explain what is going on with the “client.” (1-3 pages) -- 11 points
3. a counseling plan/treatment plan *that uses the theory as a primary guide* (1-3 pages; include a narrative explanation, using the language of the theory, of what you think this client needs to learn/experience/contact/become aware of/etc., as well as immediate/short term goals and longer term/*theory-derived* goals -- 11 points
4. specific/detailed examples of theoretically consistent possible interventions that might be used with the client (1-2 page description of the creative intervention you presented plus at least one other possible, *theoretically consistent* intervention. Explain how these interventions are theoretically consistent – 2 points

Overall organization, clarity, and thoroughness of the portfolio will cover the remaining 3 points (i.e., Each section is clearly delineated, is written in a clear and concise manner, digs deeper into the theory rather than remaining at a superficial level).

**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](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 points:

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

A = 94-100	B- = 80-83
A- = 90-93	C+ = 77-79
B+ = 87-89	C = 74-76
B = 84-86	C- = 70-73
F = Below 70	

*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.*

***Tentative Course Schedule (subject to change!)***

<u>Date</u>	<u>Topic</u>	<u>Readings—Moodle readings</u> (a link to the reading will be posted by 10 a.m. on the Friday prior to class)
Sept 5	Introductions and expectations What is counseling/Need for theory	
12	Humanistic Approaches Person-centered Therapy	Corey + Moodle, <b>Final Paper-Part I Due</b>
19	Existential Therapy	Corey + Moodle
26	Gestalt Therapy	Corey + Moodle
Oct 3	Gestalt Therapy, continued	
10	Feminist, Multicultural (Critical) Counseling Theories	Corey + Moodle
17	Behaviorism	Corey + Moodle
24	REBT, CBT	Corey + Moodle
31	Third wave behavior therapies	Moodle <b>Treatment Plans: Your own theory tx plan and a “translated” plan due</b>
Nov 7	Psychoanalytic/Psychodynamic approaches	Corey + Moodle
14	presentations	
21	No class (Fall Break)	
28	presentations	
Dec 5	presentations	<b>Final Paper Part II Due</b>
12	presentations	<b>Final Paper Part III Due</b>

## Description of Final Paper

### **Part I (2 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?) Suggested length is 5 pages, double-spaced. Please include your beliefs about:

- 1) Self/personality/self-structure (i.e., 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 (AKA: issues, problems in living, 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. Include a section that explains this theory's perspective of what makes therapy work, what the central helping/healing dynamic is according to this theoretical perspective. You may wish to write the paper about the theory as it relates to a particular population or context. The theory may be one that we cover during the course or may be a theory you have been interesting in exploring for yourself. 20 points

The final section (**about 5 pages**) of the paper must be an assessment/critique of the theory related to the concepts and questions raised by critical theory (i.e., power relationships, race/class/gender/sexual orientation, etc., privilege, oppression, voice, etc.) It may be helpful to use the critical theory handout as a guide to addressing these questions in your theory. 10 points

Suggested length is 20 pages, double-spaced. **Paper must be in APA format** and include at least 15 references other than the course text/readings. Internet references should be from **peer reviewed** journals, but full-text, peer-reviewed online journals are fine. Please include a table of contents and headings/subheadings. You are strongly encouraged to turn in a detailed outline for review prior to writing the paper.

### **Part III (3 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 changes 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?)