

**CPSY 512/513-- Counseling Theory: Cognitive, Affective, and Behavior Change in Children & Adolescents /Theory and Philosophy of Counseling--Summer 2009**

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Office hours:  
Tues & Wed: 10-12  
before class or other times as needed.  
Appointments must be scheduled in advance.

*Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings 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.
- 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.

**Required texts:** Corey, Gerald (2009). Theory and Practice of Counseling and Psychotherapy, 8th Edition. Belmont, CA: Thomson. ISBN-13: 978-0-495-10208-3.

*Additional required reading will be posted to Moodle*

**Course requirements:**

1. Attendance and active participation are critical to learning. 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 invoke major additional requirements for makeup activities (i.e., 10 page paper) and may lead to a failure to complete requirements for credit.

**Course requirements (continued):**

3. One final paper will be required (34 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.**
4. Client role-play (6 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 6 points for your participation.
5. Presentation -- (25 points). Each student will give a **15 minute** presentation that applies a theoretical approach 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 25 points:
  - 10 points for the quality in which a theoretically consistent assessment/analysis of the “client” and or client issues is communicated to the class,
  - 10 points for the quality in which a theoretically consistent description of your intervention is communicated to the class
  - 5 points for style/engagement/creativity during your presentation.
6. Handout – (35 points). Prior to the presentation, each presenter will give all members of the class a handout which consists of **FIVE sections**:
  - a brief overview of the chosen theory—3 points,
  - a detailed description/assessment of the client issues as viewed through the lens of the theory--8 points,
  - a counseling plan/treatment plan that uses the theory as a primary guide--8 points,
  - specific/detailed examples of theoretically consistent possible interventions that might be used with the client--8 points, and
  - a brief critique/commentary of how you might consider diversity/power issues within your theoretical framework—8 points.

**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

F: 69 and below

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## Tentative Course Schedule (subject to change)

<u>Date</u>	<u>Topic</u>	<u>Readings--additional readings will be required and posted to Moodle by midnight on the Friday prior to class</u>
May 14	Introductions and expectations What is counseling/Need for theory in Counseling	
21	<u>Humanistic approaches</u> Person-centered Therapy	Chap. 7, 2 + Moodle
28	Existential Theory	Chap. 6 + Moodle
June 4	Gestalt Therapy	Chap. 8, 3 + Moodle
11	<u>Cognitive/Behavioral Approaches</u> Behaviorism	Chap. 9 + Moodle
18	REBT, CBT	Chap. 10 + Moodle
25	Feminist, Multicultural Counseling Theories	Chap. 12 + Moodle
July 2	Postmodern	Chap. 13 + Moodle
July 9	<u>Psychoanalytic/Psychodynamic approaches</u> Jungian, Adlerian	Chap. 5 + Moodle
16	Guest lecture: Tod Sloan— Object Relations theory and Social Justice	Moodle
23	Work on presentations and handouts	
30	presentations	
August 6	presentations, <b>Final Paper (Parts II and III) Due</b>	

## Description of Final Paper

### **Part I:**

3 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:**

25 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 interesting in exploring for yourself. Suggested length is 10 pages, double-spaced. **Paper must be in APA format** and include at least 10 references other than the course text/readings. Internet references should be from **peer reviewed** journals, but full-text is fine. Please include a table of contents and headings/subheadings. You are encouraged to turn in a detailed outline for review prior to writing the paper.

### **Part III:**

6 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?)

**COURSE SYLLABUS COVER SHEET**  
Lewis & Clark College  
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

<b>Course Name</b>	<b>Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents</b>
<b>Course Number</b>	<b>CPSY 512</b>
<b>Term</b>	<b>Summer 2009</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Stella Kerl-McClain</b>

**Catalogue Description:** Introduction to the theories guiding mental health work with children and adolescents in school and clinical settings. Reviews learning theories (classical, operant, and social). Participants explore the design and implementation of contingency-management programs and various CBT strategies for educational and clinical settings. Also considers psychoanalytic, Adlerian, client-centered, Gestalt, play therapy, reality therapy, solution-focused, and brief therapy theories. Issues of diversity and client matching are addressed throughout.

**Guiding Principles/Standards Addressed in Course:**

<b>Guiding Principles/Standards</b>	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	<b>X</b>
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	<b>X</b>
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	<b>X</b>

**Authorization Levels:**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	

\*R = Readings and In-class Discussions

\*P = Practicum

**Student Performance:**

Student performance criteria appear on page(s) \_\_\_\_\_ of this syllabus (student performance includes goals, evidence, and levels of performance).