

COURSE SYLLABUS

Lewis & Clark College: Graduate School of Education and Counseling
CPSY 524 Counseling and Interventions with Adults
Summer 2014

"If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him... We need not wait to see what others do." - Gandhi

Time: Thursdays, 5:30 – 9:00 PM
Dates: 5/8/14 – 7/31/14
Location: York Graduate Center Room 115

Instructor: Lynne Smith, Ph.D.

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Office hours: by appointment

Instructor Biography: I am a Licensed Marriage & Family Therapist and a Licensed Mental Health Counselor in private practice in downtown Vancouver, WA. I received my Ph.D. in Counseling from Oregon State University in March 2014 and my MA in Marriage & Family Therapy from George Fox University in 2007. I work with children, teens, adults, couples, and families and am a clinical supervisor at a Portland agency.

REQUIRED TEXTS:

Corey, The Art of Integrative Counseling (2013) ISBN: 978-0840028631

Germer, Siegel, & Fulton (Ed.), (2013) Mindfulness and Psychotherapy
ISBN: 978-1462511372

Jongsma, Peterson & Bruce, The Complete Psychotherapy Treatment Planner, 5th
Edition (2014) ISBN: 978-1118067864

You may be asked to download (from your library account) additional readings in compliance with Fair Use policies for written materials.

Catalogue Description: Content: Identification, assessment, diagnosis, and treatment of mental, emotional, substance abuse, and addictive disorders in late adolescence and adulthood. Covers adjustment, mood, anxiety, psychotic, dissociative, impulse, sexual, personality, and addictive disorders, including gambling and eating disorders. Topics include multicultural, interpersonal, and relationship factors; evidence-based treatments; and information technology research tools. Emphasis is on planning comprehensive, multifaceted treatment interventions.

Course Goals and Objectives:

Students completing this course with satisfactory evaluation will be able to . . .

1. Demonstrate how to use information from multiple assessment strategies to create treatment plans that are client-centered, individualized, and culturally sound. (CC: 7h, 7f, 5b, 2c, A5, C2, C4, C7)
2. Describe and explain the major elements of intervention (treatment) planning strategies. (CC: 5b, 5c, C2, C7)
3. Create basic treatment plans drawing on evidence-based treatments for depression, anxiety disorders, substance abuse, and other common presenting problems. (CC: 5b, 5c, 3c, C2, C4)
4. Describe and explain the application of core evidence-based psychosocial interventions for common problems in mental health and addictions treatment. (CC: 5b, 5c, 3c, C1, C2)
5. Construct means of evaluating client progress. (CC: 7g, 5b)
6. Find, evaluate, and present critical concepts and evidence about diagnosis and treatment of a specific clinical issue or disorder. (CC: 8e)
7. Identify and use information about the personal, social, and cultural context of a client's life to formulate client-centered treatment plans. (CC: 2c, 5b, 5c, 3c, A5, C3)
8. Describe and give examples of ways to integrate client's values, positive personal goals, religious and spiritual consciousness and commitments into treatment planning. (CC: 2c, 5b, 5c)
9. Describe, explain, and demonstrate through role plays and case planning how to use the DSM-IV system and criteria to enhance assessment and treatment planning for individual clients (CC: C5)
10. Describe, explain, and demonstrate via case studies how to choose appropriate modalities for intervention including group, family, medical, and other systems including community-based supports, and plan for short, intermediate, and long-term engagement based on client goals, needs, and resources. (CC: C3, C4, C7)

Course Requirements (requirements are outlined in detail later in syllabus):

1. Class attendance and participation is vital. Each student will lead one class discussion based on the current week's readings.
2. Reflections paper. There are 7 questions to answer as well as a theory section describing your current best sense of your theoretical orientation.
3. Revisiting Reflections Paper.
4. Treatment Plan
5. Small group work – students will form groups of 4 and

Evaluation and Assessment: Grades will be assigned according to the following criteria:

A level work: Exceptional (90 – 100 pts)

B level work: Competent and sound (80-89 pts)

C level work: Minimal competence (70-79 pts)

D level work: Insufficient evidence of minimum mastery (60-69 pts)

F level work: Failure to demonstrate learning (59 and below)

Class Attendance: Being present in class and actively participating in all of the learning activities is critical to the successful accomplishment of the learning objectives. We will be actively exploring and practicing intervention and treatment planning techniques during class time. This is your time to try things out and see how they will work for you and your future clients. Enrollment in this graduate degree class is a commitment to its purposes and objectives in your personal development. Of course, life happens, and if you absolutely have to miss class, talk to me and you will be assigned make-up work for the time missed. I expect this to happen no more than once. Below is the official attendance policy from the Graduate School.

CPSY Departmental Attendance Policy: 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. Please discuss any concerns you may have about this policy or how it might affect you with me.

Academic Integrity: Academic integrity means doing authentic work for this class, work that is your own and is specifically for this class. Plagiarized work or work that has been substantially or completely prepared for other classes does not meet this standard of integrity. This includes copying verbatim or in essence treatment plans and interventions from published books on the subject. Any such materials submitted for this class will not receive credit and their submission will be considered as a possible breach of ethical standards of conduct.

Copyright Policy: Please be mindful of copyright policies. This includes the sharing, reproduction and downloading of professional articles, book chapters and other scholarly materials. These materials must follow Fair Use guidelines and otherwise need copyright permissions, which can be very expensive. While many universities have been violating these policies for years, it is a matter of professional integrity and ethics. Please access your own copy of professional and scholarly works from your computer through your own library account and personal computer. (Rather than posting pdf's for download on Moodle or emailing copies, etc.).

Confidentiality: It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations. The class activities and assignments require utilizing classmates for counseling sessions for the purpose of demonstrating micro skills. Although guidelines, parameters and boundaries are implemented into the topics utilized for the tapings it is expected that anything presented by students during tapings and in class discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

Discomfort During Training: It is normal to experience occasional discomfort as you go through your training program. Learning can be challenging! Receiving feedback from your peers along with your instructor can be difficult at times, too. While this is a normal developmental process, should you have emotional difficulty throughout the course that is consistent and interferes with your participation, the following measures are available to support you:

- 1) Please feel free to contact me as soon as possible to discuss your concerns or thoughts. We can meet outside of class time. I'm available via email, phone and to meet in person. You can expect fair, direct and open communication from me as your instructor.
- 2) Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or needs.
- 3) You may also work on these concerns in the context of private counseling.

MOODLE:

We will use Moodle on an as-needed basis in the course.

REQUIREMENTS:

Regular attendance and participation in class and small group discussions including leading one class discussion on topics related to current week's reading. 20 Points

Each student will sign up to lead a class discussion (of approximately 20 minutes) based on the current reading for the week.

Good participation is demonstrated by the following activities:

- Ask questions, offer perspectives, share ideas & reactions
- Participate in all activities to the best of your ability
- An expectation that your participation will move along a continuum that increases as you become more familiar and comfortable
- You will challenge yourself to step-up or step down as appropriate

Reflections Paper: 30 Points Due: June 5

It is essential as a counselor/psychologist that you have a strong theoretical underpinning to your work. What theory of counseling you adopt will determine your methodology as well as the ways you interpret what happens in your sessions. This assignment asks you to do some internal searching and then use that to choose a theoretical framework that is the best fit for you and your future clients. (NOTE: You are not married to this theory for life – this class is an opportunity to experiment and to see if your believed theoretical orientation is a good fit for you at this stage of your development as a counselor.)

This assignment is due early in the class so that you will rely on it throughout the rest of the term. You will then revisit it at the end of the term to add insights and understandings you have gained throughout the term.

This paper will be approximately 5 – 10 pages with the theory section a minimum of 2-3 pages in length. References will include at least 5 primary sources directly related to your theory. APA 6 style formatting required.

Your paper will answer the following questions:

1. What are my beliefs about change in counseling? About what causes clients distress? What leads to their symptoms?
2. What values do I hold about counseling and human development?
3. How would I describe my personality and how might it be expressed in a counseling session? How might clients experience me? What might be a challenge?
4. What life experiences have led me to desire to become a counselor?
5. What beliefs do I have about clients?
6. What theoretical framework [i.e., psychodynamic (that is, psychoanalytic, object-relations, Adlerian; experiential or relationship-oriented (that is, existential, person-centered, Gestalt, emotion focused); action-oriented (that is, behavioral therapy, rational-emotive behavioral, cognitive, reality therapy; solution-focused-brief therapy).] is the best fit for my beliefs, values and personality? (In answering this question, be specific and address all the questions above)
7. In what ways will I include critical theory in my counseling?

Revisiting of Reflections Reports 15 Points Due: July 31st

Toward the end of the term, you will revisit your initial reflection papers and answer the following questions:

1. In what ways have my beliefs and values about counseling changed? Not changed?
2. What new information do I have to support my use of the theoretical framework I have chosen?
3. How does my theoretical framework influence the way I will address a) building rapport, b) assessment, 3) treatment planning, 4) evaluating progress, 5) “resistance”, and 6) termination?
4. What clients are the “best fit” for me as a counselor and my theoretical orientation?
5. What questions remain as I continue to prepare myself to do the work of counseling?

Treatment Plan: 15 Points Due: July 17

Using a video as a starting point, consider something you are interested in or would like to know more about. Get a sense of the client’s presenting problems, background, etc., and do a write up on the following:

- 1) What are the client's demographics, presenting problems and relevant background?
- 2) What is your working diagnosis of the client?
- 3) Using The Complete Adult Psychotherapy Treatment Planner as a guide, Set three Goals/Objectives and three (or more) associated Tasks/Interventions to assist you and the client in meeting the goals.
- 4) What might some important things to consider when negotiating this treatment plan with the client?

Small Group Work:	20 Points	Ongoing
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Working together in the same groups of 4 throughout the term, students will use scenarios given by the instructor and take turns being the counselor, client, coach, and observer. Class time will be given for you to videotape the session. You will review your tapes in small groups and obtain feedback from your peers on your use of the theoretical orientation you have chosen. Guidelines and a peer feedback form will be given out.

Your small group will need to use a camera to tape your practice sessions on taping days. The graduate school has a camcorder loaner pool for students. They have 25 Flip camcorders for use by graduate students. *Students must email gradloaner@lclark.edu to reserve a camcorder for up to 5 business days. Students can pick up the equipment Monday through Friday from 2pm to 4pm in Rogers 214 (Check with grad loaner for current hours of operation).* A digital camera or flip camera can be utilized for the video tapings. Phones or computers can only be used if you feel as though you can get good video/audio performance and someone in your group understands how to export video files in order for the video to be viewed.

Session guidelines:

First session – intake and goal setting

Second session – explore goals, focus on one particular goal

Third session – review treatment plan with client and progress so far toward goal

Fourth session – wrap up and termination (encourage reflection & review of experience)

COURSE READING AND ASSIGNMENT SCHEDULE

Date	Corey	Jongsma, et al.	Germer, Siegel & Fulton		Assignment DUE
5/15	CH 1, 2 & 3				
5/22	CH 4	<ul style="list-style-type: none"> • Family conflict • Intimate relationship • Legal conflicts • Parenting • Phase of life • Vocational stress • Educational deficits • Financial Stress 	CH 1, 2 & 3		
5/29		<ul style="list-style-type: none"> • Bipolar-depression • Bipolar-mania • Unipolar • Social anxiety • Suicidal Ideation • Grief/loss unresolved 	CH 4 & 8	Small group sessions	
6/5	CH 6	<ul style="list-style-type: none"> • Anxiety • OCD • Phobia • PTSD • Sexual Abuse • Social anxiety • Panic/Agoraphobia • Sleep disturbance 	CH 9	Small group sessions	
6/12	CH 5	<ul style="list-style-type: none"> • Substance Use 	CH 12	Small group sessions	
6/19	CH 7	<ul style="list-style-type: none"> • Anger control • ADD • Impulse control 	CH 13	Small group sessions	
6/26	CH 8	<ul style="list-style-type: none"> • Cognitive deficits, • Chronic pain, • Eating disorders • Female/Male sexual dysfunction • Medical issues 	CH 10	Small group sessions	
7/3	CH 9	<ul style="list-style-type: none"> • Childhood trauma • Low self esteem 	CH 7 & 11	Small group	

				sessions	
7/10	CH 10 & 11	<ul style="list-style-type: none"> • Antisocial behavior, • Borderline • Dependency • Type A behavior 	CH 5 & 6	Small group sessions	
7/17	CH 12	<ul style="list-style-type: none"> • Dissociation • Psychoticism • Paranoid ideation 	CH 14 & 15	Small group sessions	
7/24	CH 13	<ul style="list-style-type: none"> • Spiritual confusion 	CH 16	Small group sessions	
7/31					