

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 524
Counseling and Interventions with Adults
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 1i ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 5d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 5e. the impact of technology on the counseling process
- 5j. evidence based counseling strategies and techniques for prevention and intervention
- 5l. suicide prevention models and strategies
- 5m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 8b. identification of evidence-based counseling practices

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C1c. principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning
- C2a. roles and settings of clinical mental health counselors
- C2b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- C2c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- C2l. legal and ethical considerations specific to clinical mental health counseling
- C3b. techniques and interventions for prevention and treatment of a broad range of mental health issues

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 6							
Understands and applies interventions	Early Program	Demonstrates strong understanding of interventions and evidence based practices with adults Course grade of A and 90% or higher on best practice	Demonstrates adequate understanding of interventions and evidence based practices with adults. Course grade: B and 80% or higher on best practice	Demonstrates inadequate understanding of interventions and evidence based practices with adults Course grade: C or below		MHC 524: Final grade AND Best Practices paper 80% minimum grade	First year portfolio/advisor review; referral to Benchmark Review Committee Assessment note: Best practices paper is a group project

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/ Fail	As evidenced by:	Evaluation and Remediation
Goal 5 of 6							
Able to gather client data, conceptualize and develop a treatment plan	Early program	Demonstrates excellent understanding of conceptualizing and developing a tx plan	Demonstrates adequate understanding of conceptualization/tx planning	Demonstrates emerging understanding of conceptualization/tx planning	Fails to gather client data, conceptualize and develop a treatment plan	MHC 524: Final grade AND Best Practices paper uploaded to Taskstream with 80% minimum	First year portfolio/advisor review; referral to Benchmark Review Committee Assessment note: Best

						grade	practices paper is a group project and should not be only consideration in student evaluation
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COURSE SYLLABUS

Lewis & Clark College: Graduate School of Education and Counseling
MHC 524 Counseling and Interventions with Adults
Spring 2015

**“When you listen generously to people they can hear the truth in themselves, often for the first time”
-Rachel Naomi Remen**

Instructor: Tanya Prather, Ph.D.
E-mail: tanyaprather@lclark.edu
Phone: 971-219-1025 (cel)

Time: Thursdays, 5:30 – 8:45 PM, 1/12/15 – 4/23/15 (except 3/26/15 for Spring Break)
Room: Rodgers 219

Textbooks/Materials:

Required: Germer, The Mindful Path to Self-Compassion: Freeing yourself from Destructive Thoughts and Emotions, (2009) ISBN: 978-1593859756
Teyber, E. & McClure, F.H., Interpersonal Processes in Psychotherapy: An Integrative Model (2017) ISBN: 978-0495604204

A digital class packet is required and available at the bookstore.

Readings from Lewis and Clark library will also be required and linked directly on the Moodle page.

Recommended:

Gross, J. J., Handbook of Emotional Regulation, (2011) ISBN: 978-1462503506.
Brown, L.S., Feminist Therapy, (2010) ISBN: 978-1433804618.

Catalogue Description: Contemporary approaches to assessment, treatment planning, and intervention based in bio-psychosocial systems and empirically supported interventions. Major areas include mood disorders, anxiety disorders, psychotic disorders, personality disorders, substance abuse and addictive disorders including eating disorders and gambling. Emphasis on multicultural and ecological contexts in planning and conducting multifaceted interventions for change.

Course Goals and Objectives:

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 5 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 Calendar:

Date Topics, Readings & Assignments Due

Sept 8 - Class #1 Introductions, exploring the topic of presence, adopting a theoretical framework & developing your own counseling approach

Sept 15 -Class #2 Mindfulness, Self-Compassion and Self-Care, What does this have to do with counseling and interventions? Setting the stage for presence, self care and your internal work during this course. Introduction to the Interpersonal Process Approach. Discussion of theoretical frameworks.

Readings: Germer, Chapters 1-5

Teyber & McClure, Ch 1

Germer, Siegel, & Fulton, Mindfulness and Psychotherapy, (2005), Chapters 3 & 5. (linked on Moodle page)

Sept 22 - Class #3 Establishing a Working Alliance. Including Diversity, Feminist and Critical Theory in all Counseling Work

Readings: Teyber & McClure, Ch 2

Germer, Siegel, & Fulton, Chapters 6 (linked on Moodle page)

Raising Multiracial Awareness in Family Therapy Through Critical Conversations, (2005), Teresa McDowell *Journal of Marital and Family Therapy*, V 31 (4), pp. 399-411 (linked on Moodle page)

Optional but recommended reading **Brown, L.S., Feminist Therapy**

Pick topics & presentation dates for Best Practices Presentations

Sept 30 -Class #4 Attachment and Counseling

Readings: Teyber & McClure, Chapter 6

In Attachment in Psychotherapy, (2007), Wallin, D.J.: Attachment and Change, (Ch 1), pp. 1-8 (linked on Moodle page):

How Attachment Relationships Shape the Self, (Ch 7) pp. 99-112

Deepening the Clinical Dimension of Attachment Theory: Intersubjectivity and the Relational Experience, (Ch. 10) pp. 167-189.

In Attachment, Eds., Erdman & NG, Contextual Thinking in Attachment: Implications for Clinical Assessment and Interventions in Cultural Contexts, Shi (Ch. 18) (course pack)

Reflections Paper Due, Attachment Questionnaire Due (linked on Moodle page)

Oct 6 -Class #5 Honoring the Client's Resistance, Internal Focus for Change

Readings: Teyber & McClure, Chapters 3 & 4

Addressing Depression and Suicidality

Readings: Germer, Siegel, & Fulton, Chapter 7 (linked to 2nd day)

In Silencing the Self Across Cultures: Depression and Gender in the Social World, Jack & Ali: (all in course pack)

The Social Cause of Women's Depression: A Question of Rights Violated? Astbury (Ch. 2)

Empowering Depressed Women: The Importance of a Feminist Lens, Brown (pp. 333-342)

"I Wasn't Being True to Myself": Women's Narratives of Postpartum Depression, Mauthner (Ch. 21)

Oct 13 -Class #6 Helping Clients with Their Feelings

Readings: Teyber & McClure, Chapter 5

Addressing Psychotic Disorders

Readings: Cognitive Behavior Therapies for Psychotic Disorders: Current Empirical Status and Future Directions, *Clinical Psychology: Science and Practice*, 12, no. 1 (2005): 33-50 (linked on Moodle page)

Oct 20 -Class #7 Addressing Anxiety & Utilizing Cognitive Behavioral and Behavioral Techniques

Readings: Germer, Siegel, & Fulton, Chapter 8 (linked to 2nd day)

Expanding Our Conceptualization of and Treatment for Generalized Anxiety Disorder: Integrating Mindfulness/Acceptance-Based Approaches with Existing Cognitive-Behavioral Models, *Clinical Psychology: Science and Practice*, 9, no. 1 (2002): 54 (linked on Moodle page)

Cognitive-Behavioral Treatment for Generalized Anxiety Disorder: Current Status and Future Directions, *Journal of Cognitive Psychotherapy*, 19, no. 1, (2005): 61-82 (linked on Moodle page)

Recovery: A Comprehensive Approach, Ch. 3 (pp. 58 – 80) &

Relaxation, Ch. 4 (pp. 81-104), in Bourne, E.J., (2010) The Anxiety and Phobia Workbook (linked on Moodle page)

Oct 27 -Class #8 Midterm "Review"

Recap and reflection on topics covered, answering questions, checking in with self-compassion

Readings: Germer, Chapters 8 & 9

Nov 3 -Class #9 Best Practice Presentations
No daily assignment due

Nov 10 -Class #10 Best Practices Presentations
No daily assignment due

Nov 17 -Class #11 Trauma, Abuse, Assault and Family Violence

Readings: From the Margins to the Center: Ethnic Minority Women and the Mental Health Effects of Sexual Assault, Bryant-Davis, Chug & Tillman, *Trauma Violence and Abuse*, 2009, V 10 (linked on Moodle page)
In, Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society, Eds., van der Kolk, McFarlane, Weisaeth, *The Therapeutic Environment and New Explorations in the Treatment of Posttraumatic Stress Disorder*, Turner, McFarlane, & van der Kolk (Ch. 25) (course pack)

Nov 24 No class. Happy Thanksgiving

Dec 1 -Class #12 Inflexible Interpersonal Coping Strategies, Relational Themes & Reparative Experiences

Readings: Teyber & McClure, Chapters 7 & 8

Addressing Personality Disorders

Readings: The "A-B-C's" of the cluster B's: Identifying, Understanding, and treating Cluster B Personality Disorders, *Clinical Psychology Review*, 2001 Apr; 21(3): 345-73 (linked on Moodle page)

Linehan's Dialectical Behavioral Therapy (DBT) for borderline personality disorder: Overview and Adaption, Swales, *Journal of Mental Health*, 2000, V 9, pp. 7-23 (linked on Moodle page)

Revisiting of Reflections Reports due

Dec 8 -Class #13 Resolution and Change. Interpersonal Focus.

Readings: Teyber & McClure, Chapter 9

Addressing Addictive Disorders, Eating Disorders and Gambling Disorder

Readings: Motivational Interviewing and Rehabilitation Counseling Practice, *Rehabilitation Counseling Bulletin*, 47, no. 3 (2004): 152-161 (linked on Moodle page)

Cotton, M., Ball, C. & Robinson, P. (2003). *Four Simple Questions Can Help Screen for Eating Disorders*. *J Gen Intern Med*. 2003 January; 18(1): 53-56. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1494802/>

Matusek, J. & O'Dougherty Wright, M. (2010). *Ethical Dilemmas in Treating Clients with Eating Disorders: A Review and Application of an Integrative Ethical Decision-making Model*. *European Eating Disorders Review* Volume 18, Issue 6. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/erv.1036/pdf>

Satter, E. (2012). *What is Normal Eating?* Retrieved from <http://www.ellynsatter.com/what-is-normal-eating-i-62.html>

Dec 15 -Class #14 Working Through and Termination

Readings: Teyber & McClure, Chapter 10

Course Requirements:

1. Class participation is vital. There will be many practice exercises in class that you won't want to miss. These are direct ways to build your skills and prepare you for seeing clients. In addition, in order to practice what I preach and provide constructivist learning, each day you will bring in one of three things: a) a written question (that you will then get answered in class), b) a 1 paragraph reflection on the topic or readings of the day, or c) a response to the Chapter Exercises in the Teyber & McClure text. At times though out the term I will assign a specific assignment such as writing a treatment plan that will count as your daily assignment. You will hand this in each day at the end of class. These daily assignments will account for 11% of your final grade.
2. If you must miss a class, you will need to review the notes on the Moodle page for the day you missed and write a brief (1 – 2 pages) reflection on what you missed.
3. Reflections paper. This will account for 14% of your grade. There are 7 questions to answer and each answer will receive a total of 2 points for clarity and completeness for a total of 14 points.
4. Best Practices presentation & handouts. This will account for 50% of your final grade. There are 10 areas to address and each answer will receive a total of 5 points for clarity and completeness for a total of 50 points.
5. Revisiting Reflections Paper. This will account for 25% of your final grade. Each of the 5 questions will receive 5 points for a total of 25 points.

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. 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.

Reflections Paper: It is essential as a counselor that you have a strong theoretical underpinning to your work that fits with who you are as a person and as a counselor. What theory of counseling you adopt will determine your methodology as well as the ways you interpret what happens in your sessions and it will give you something to rely on when things get challenging. 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. 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.

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); 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?

Due: September 30th

Revisiting of Reflections Reports

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

1. Describe a clear link between what you believe causes distress, what you believe can alleviate distress (or increase health) and then SPECIFICALLY how you help clients in counseling using your theoretical orientation. (5 points)
2. In what ways have my beliefs and values about counseling changed? Not changed? (4 points)
3. What new information do I have to support my use of the theoretical framework I have chosen? (3 points)
4. 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 points)
5. What clients are the "best fit" for me as a counselor and my theoretical orientation? (2 points)
6. What SPECIFIC tools do I have to examine the role of power and oppression in counseling? What do I still need to learn? (4 points)
7. What questions remain as I continue to prepare myself to do the work of counseling? (3 points)

Due: December 1st

Best Practices Presentation and Handout: As a counselor, you will be continually reviewing research and your own clinical experiences to determine what is the best course of treatment for your clients. Each client will be unique, and yet, it is essential to know what the research tells us about what interventions will best meet the needs of clients. This is always the place to start. For this assignment, each student group of 3 will choose to present on a diagnosis. No two groups may do the same topic. You should imagine seeing this client for counseling. Your presentation and handout should include the following: 1) Brief description of the disorder, DSM 5 criteria, rule-outs, etc., 2) The process or avenues through which people access treatment, 3) Assessment methods and instruments, 4) Establishing a therapeutic relationship, 5) Clear description of the intervention(s) including cognitive, behavioral and emotive considerations, 6) Issues of termination, 7) Brief report of research supporting or contra-indicating the treatment, and 8) Professional/ethical/legal/spiritual/cultural issues involved with this problem.

Presentations should be approximately 20-30 minutes in length.

Grades for the presentation and handouts will be assigned according to the following guidelines:

- 1) Clarity and quality of description of the disorder,
- 2) Clarity and quality of description model and avenues to treatment
- 3) Clarity and quality of the description of the assessment and treatment
- 4) Clarity and quality of treatment. What is best practice? How would you treat this client asking for help with best practices in mind? (Include affective, cognitive, behavioral aspects)
- 5) Clarity and quality of the presentation of the research findings, what does the research tell us about this disorder and about how effective treatment is?
- 6) Coverage of professional/ethical/legal/spiritual/cultural issues
- 7) Issues of termination – what do you need to be mindful of?
- 8) Use and quality of visual aids
- 9) Response to questions and presentation style (pacing, volume, eye contact, handling questions)
- 10) Usefulness and thoroughness of handout to fellow students (not a review of your entire presentation, but the most salient points along with references and websites for more information.

Topics & presentation dates chosen on September 22nd

Best practices presentations on November 3rd & 10th

Potential topics:

Adult ADHD	Any of the Cluster A, B or C Personality Disorder in DSM 5	
Autism Spectrum Disorder	Bipolar I Disorder	
Bipolar II Disorder	Brief Psychotic Disorder	
Chronic Pain	Delusional Disorder	
Gender Dysphoria	Grief	Illness Anxiety Disorder
Insomnia Disorder	Persistent Depressive Disorder (Dysthymia)	
Premenstrual Dysphoric Disorder	Problem Gambling	Schizoaffective Disorder
Specific Phobia	Social Anxiety Disorder	Somatic Symptom Disorder

“In the stillness of the quiet, if we listen, we can hear the whisper of the heart giving strength to weakness, courage to fear, hope to despair.”

-Howard Thurman