

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 ([link to schedule](#))
- 5d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships ([link to schedule](#))
- 5j. evidence based counseling strategies and techniques for prevention and intervention ([link to description](#))
- 5k. strategies to promote client understanding of and access to a variety of community based resources ([link to schedule](#))
- 5l. suicide prevention models and strategies ([link to schedule](#))
- 7c procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide ([link to schedule](#))
- 8b. identification of evidence-based counseling practices ([link to description](#))

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

- C1c. principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning ([link to description](#))
- C2b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders([Link to description](#))
- 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 ([link to schedule](#))
- C2l. legal and ethical considerations specific to clinical mental health counseling ([link to schedule](#))
- C3b. techniques and interventions for prevention and treatment of a broad range of mental health issues ([link to description](#))
- C3d strategies for interfacing with integrated behavioral health care professionals ([Link to schedule](#))

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 grade	First year portfolio/advisor review; referral to Benchmark Review Committee Assessment note: Best practices paper is a group project and should not be only consideration in student evaluation



INSTRUCTOR

Justin D. Henderson, Ph.D., NCC
Assistant Professor of Counseling Psychology
Director of Lewis & Clark Community Counseling Center

Office: Lewis & Clark Community Counseling Center
4445 SW Barbur Blvd., Suite 205

E-mail: justinhenderson@lclark.edu

Office Hours: By appointment

REQUIRED TEXTS

Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systemic guide to treating mental disorders (5th edition)*. Wiley: New Jersey.

Mahoney, M. (2003). *Constructive psychotherapy: Theory and practice*. Guilford: New York.

Supplemental Texts:

American Counseling Association (2014). *ACA code of ethics*. Alexandria, VA.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. American Psychiatric Association: Washington, DC.

COURSE DESCRIPTION

This course addresses contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial 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. Topics include multicultural, interpersonal, and relationship factors as well as evidence-based treatments. Emphasis is on planning comprehensive, multifaceted treatment interventions. **(CACREP 5j , C2b, 8b,C3b – covered in multiple weeks/topics in schedule)**

OBJECTIVES (ALSO REFER TO COVER SHEET)

The student will:

1. Demonstrate ability to gather client data, conceptualize and develop treatment plan.
2. Demonstrate the ability to develop measurable outcomes with clients supported by research literature and best practices.
3. Demonstrate ability to provide clear and concise clinical writing.

CPSY DEPARTMENT 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 (i.e., 1.5 hours for a 15 hour class; 1 credit) may result in failure to complete the class. 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.

DISABILITY SERVICES STATEMENT

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 (503-768-7192). 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.

ADDITIONAL REQUIRED AND RECOMMENDED READINGS

Additional articles, chapters, and other materials will be used during the course. These materials will be made available electronically or via hard copy handout(s) throughout the semester.

Required Readings:

- Abramowitz, J. S., Deacon, B. J., & Whiteside, S. P. H. (2011). *Exposure therapy for anxiety*. Guilford: New York.
 Chapter 4: Treatment planning I
 Chapter 5: Treatment planning II
- Allen, L. B., McHugh, R. K., & Barlow, D. (2014). Emotional disorders: A unified protocol. In Barlow, D. H. (2014). *Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual (5th Edition)*. Guilford: New York.
- Boyd-Franklin, N., Cleek, E. N., Wofsy, M., & Mundy, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. New York: Guilford.
 Chapter 2: Evidence based therapy.
- Briere, J. N., & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. Sage: Los Angeles, CA.
 Chapter 4: Central Issues in Trauma Treatment.
- Chiles, J. A., & Strosahl, K. (2005). *Clinical manual for assessment and treatment of suicidal patients*. American Psychiatric Publishing: Washington, DC.
 Chapter 3: A Basic Model of Suicidal Behavior
- Ecker, B., & Hulley, L. (1996). *Depth-oriented brief therapy: How to be brief when you were trained to be deep—and vice versa*. Jossey-Bass: San Francisco, CA.
- Elliott, R., Watson, J. C., Goldman, R. N., & Greenberg, L. (2004). *Learning emotion-focused therapy: The process-experiential approach to change*. American Psychological Association: Washington, DC.
 Chapter 7: Empathy and exploration: The core of process-experiential therapy.
- Hays, P. (1996). Addressing the complexities of culture and gender in counseling. *Journal of*

- Counseling & Development, 74, 332-338.*
- Laska, K. M., Gurman, A. S., & Warmbold, B. E. (2014). Expanding the lens of evidence-based practice in psychotherapy: A common factors perspective. *Psychotherapy, 51*, 467-481.
- Leahy, R. L. (2003). *Cognitive therapy techniques: A practitioner's guide*. Guilford: New York.
Technique: Vertical descent
- Leahy, R. L., Tirsch, D., & Napolitano, L. A. (2011). *Emotion regulation in psychotherapy: A practitioner's guide*. Guilford: New York.
Technique: Progressive muscle relaxation
Technique: Diaphragmatic breathing
Technique: Self-Soothing
- Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The impact of racial microaggressions on mental health: Counseling implications for clients of color. *Journal of Counseling & Development, 92*, 57-92.
- Ratts, M. J., & Petersen, P. B. (2014). *Counseling for multiculturalism and social justice*. Alexandria: American Counseling Association.
Chapter 8: Developing advocacy competence.
- Scott, J., Boylan, J. C., & Jungers, C. M. (2015). *Practicum and internship textbook and resource guide for counseling and psychotherapy (5th edition)*. Chapter 4: Assessment and case conceptualization. Chapter 5: Goal setting, treatment planning, and treatment modalities. New York: Routledge.
- Saakvitne, K. W., & Pearlman L. A. (1996). *Transforming the pain: a workbook on vicarious traumatization*. New York: Norton.
- Sexton, E. (1999). Evidence based counseling: Implications for counseling practice, preparation, and professionalism. *ERIC Digest*.
- Sisemore, T. A. (2012). *The clinicians guide to exposure therapies for anxiety spectrum disorders*. New Harbinger: Oakland, CA
Chapter 2: Exposure and response prevention: The what, how, and why.
- Smolak, L., & Chun-Kennedy, C. (2013). Sociocultural influences on the development of eating disorders and obesity. In Choate, L. H. (Ed.). *Eating disorders and obesity*. Alexandria: American Counseling Association.
- Teyber, E. (2000). *Interpersonal process in psychotherapy (4th Edition)*. Wadsworth: Belmont, CA.
Chapter 9: An interpersonal solution.
- Wachtel, P. L. (1993). *Therapeutic communication: Principles and effective practice*. Guilford: New York.
Chapter 7: Building on the patient's strengths.
Chapter 8: Affirmation and change.

EVALUATION**Reflection Paper—Theoretical Orientation (20 pts)***DUE: 5/24/17*

It is essential as a counselor 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 consider 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 be graded on the clarity and the completeness in which you answer each of the questions outlined below:

- What are my beliefs about how change in counseling? About what causes clients distress?
- What values do I hold about counseling and human development?
- 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?
- What theoretical framework is the best fit for my beliefs, values, and personality?
- In what ways will I include social justice, cultural awareness, and social ecology to my counseling?

Classroom Discussion and Participation (20 points)

This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in technique practice and exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting. Students are allowed one excused absence. Further absences will result in a loss of attendance points for the course.

Reflection of Technique Exploration (20 points)*DUE 7/26*

In the course we will be exploring some interventions when working with clients. Part of this experience is just to get an introduction to the methods used by some therapies. To help facilitate this learning, you will be asked to turn in a 1-2 page paper reflecting on your experience trying out various interventions and what it was like to be both the therapist and the client. You can choose to discuss one particular intervention in the class or the experience as a whole.

Term Paper: Intervention/Treatment Modality Research Paper (100 points)*DUE: 6/28*

You will write an 8-10 page paper (APA style) on a treatment intervention from the following list

- Acceptance and Commitment Therapy (ACT) for anxiety/depression
- Acceptance and Commitment Therapy (ACT) for pain
- Applied Suicide Intervention and Skills Training

- Behavioral Activation (BA) for depression
- Cognitive Processing Therapy (CPT) for Trauma
- Cognitive Behavioral Therapy (CBT) for anxiety/depression
- Cognitive Behavioral Therapy (CBT) for eating disorders (Fairburn's Transdiagnostic Treatment)
- Cognitive Behavioral Therapy (CBT) for insomnia
- Dialectical Behavior Therapy (DBT) for eating disorders
- Dialectical Behavior Therapy (DBT) for borderline personality disorder
- Dialectical Behavior Therapy (DBT) for substance use disorders
- Emotionally Focused Couples Therapy
- Emotion Focused Therapy (for depression)
- Exposure Therapy (ET) for anxiety disorders
- Eye Movement Desensitization and Reprocessing (EMDR) for trauma
- Gottman Method for Couples Therapy
- Interpersonal Therapy for Depression
- Mindfulness Based Cognitive Therapy for Depression
- Motivational Interviewing (MI) for substance use disorders
- Motivational Interviewing (MI) for health related behaviors
- Narrative Therapy (Michael White)
- Prolonged Exposure for Anxiety
- Relational Cultural Therapy
- Schema Therapy for depression/anxiety
- Schema Therapy for personality/pervasive characterological concerns
- Seeking Safety for Co-morbid Trauma and Substance Use concerns
- Solution Focused Brief Therapy
- Time Limited Dynamic Psychotherapy

SUMMARY OF POINTS

Reflection TO	20 points
Class Attendance	20 points
Intervention Reflection	20 points
<u>Term Paper</u>	100 points
TOTAL	160 points

COURSE GRADING SCALE

95-100% = A
90-94% = A-
87-89% = B+
84-86% = B
80-83% = B-
77-79% = C+
74-76% = C
70-73% = C-
≤ 69% = F

CLASS STRUCTURE AND SCHEDULE			
Date	CACREP Standards	Topic	Readings & Assignments
5/10		1. Introduction to the Course -Theoretical Orientation -Contextual Factors Guiding our Work -Clinical Intentionality and Flexibility -Evidenced Based Practices	Boyd-Franklin et al. (2013) Chapter 2 Laska et a. (2014) article Sexton article
5/17	C1c C2b	2. Foundations of Counseling Practice -Establishing the Counseling Frame -Case Conceptualization -Treatment Planning <u>Technique Exploration:</u> EFT Empathic Interventions	Reichenberg & Seligman Chapter 1 Mahoney Chapter 1-3 Hays Article Elliot et al. Chapter 7
5/24	1i 5l 7c	3. Counseling for Stabilization -Crisis Counseling -Interventions on Suicidality -Working on Aggression -Handling Mental Health Emergencies <u>Technique Exploration:</u> DBT Safety Planning	Mahoney Chapter 4 Chiles & Strosahl Chapter 3
5/31	5j 5k 8b C2b C2l C3b C3d	4. Working with Trauma -Central Issues in Trauma Treatment -Cognitive Interventions, Emotional Processes, Identity & Relational Functioning -Mindfulness <u>Technique Exploration:</u> CFT Compassionate Imagery	Reichenberg & Seligman Chapter 8 Briere & Scott Chapter 4
6/7	5j 5k 8b C2b C2l C3b C3d	5. Working with Mood Disorders -Central Issues in Mood Related Treatment -Cognitive, Affective, Behavioral, and Interpersonal Interventions <u>Technique Exploration:</u> BA Activity Scheduling	<ul style="list-style-type: none"> ▪ Reichenberg Chapter 4 & 5 ▪ Nadal et al (2014) article ▪ Allen, McHugh, & Barlow (2008) ▪ Mahoney Chapter 5
6/14	5j 5k 8b C2b C2l C3b C3d	6. Working with Anxiety & Obsessive-Compulsive Disorders -Central Issues in Anxiety Treatment -Cognitive, Affective, Behavioral, and Interpersonal Interventions <u>Technique Exploration:</u> CBT Vertical Descent	<ul style="list-style-type: none"> ▪ Reichenberg & Seligman Chapter 6 & 7 ▪ Abramowitz et al. Chapters 4 & 5 ▪ Sisemore Chapter 2 ▪ Leahy 2003

6/21	5j 5k 8b C2b C2l C3b C3d	7. Working with Psychotic Disorders -Central Issues in Psychosis Treatment <u>Technique Exploration:</u> Distress Tolerance Skills	Reichenberg & Seligman Chapter 3
6/28	5j 5k 8b C2b C2l C3b C3d	8. Working with Personality Disorders and Complex Interpersonal Concerns -Central Issues in PD Treatment -Cognitive (schema), Affective, Behavioral, and Interpersonal Interventions <u>Technique Exploration:</u> Exploring Implicit Meanings and Experiences	Reichenberg & Seligman Chapter 19 Teyber 7 & 9 Mahoney Chapter 6
7/5	5j 5k 8b C2b C2l C3b C3d	9. Working with Eating Disorders and Body Image Concerns -Central Issues in ED Treatment -Cognitive, Affective, Behavioral, and Interpersonal Interventions -Medical considerations <u>Technique Exploration:</u> ACT The Matrix	Reichenberg & Seligman Chapter 11 Smolak, L, & Chun-Kennedy, C. (2013). Mahoney Chapter 7
7/12	5j 5k 8b C2b C2l C3b C3d	10. Working with Transference, Countertransference, and Defenses and Resistances <u>Technique Exploration:</u> IPT Process Level Self-Disclosure	Wachtel Chapters 8 & 9 Mahoney Chapter 10
7/19	5j 5k 8b C2b C2l C3b C3d	11. Working Integratively <u>Technique Exploration</u> Radical Inquiry and the Pro-Symptom Position	Mahoney Chapter 8 & 9 Ecker & Hulley (1996) Chapter 1 & 5
7/26		12. Understanding the Broader Contextual and Ecological Factors to Counseling	Ratts & Pederson
8/2		13. Compassion Fatigue, Vicarious Traumatization, and Self-Care	Saakvitne & Peralman Chapters 1 & 2