

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](#))

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	X
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

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

Summer Semester, 2017

Instructor: Adam J. Rodriguez, PsyD
Class Day and Time: Wednesday 5:30-9:00pm (3.5 hours weekly, 45.5 contact hours)
Class Location: York Graduate Center, Room 115
Phone: 503.308.9770
Email (preferred): arodriguez@lclark.edu
Credits: 3

Instructor Biography: I am a licensed psychologist in private practice in Portland, OR. My practice is largely informed by social justice theories. I have a specialty in working with individuals who identify as LGBTQ, particularly with people of color, with emphasis on working with power dynamics and identity. I provide consultation and supervision and teach for Oregon Psychoanalytic Center. I was previously a full time faculty member and Director of Clinical Training at Notre Dame de Namur University in Belmont, CA and provided supervision for Queer LifeSpace and the Wright Institute in CA. Additionally, I am especially interested in mentorship programs, the experience of first generation college students, and the experience of people of color as clinicians.

Catalogue Course 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. Topics include multicultural, interpersonal, and relationship factors as well as evidence-based treatments. Emphasis is on planning

comprehensive, multifaceted treatment interventions. (CACREP 5j, C1c, C2b, 8b, C3b – covered in multiple weeks/topics in schedule)

***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.**

Required Reading:

Required

1. Wachtel, P.L. (2013). *Therapeutic communication: Knowing what to say when*. Guilford Press: New York.
2. Mahoney, M.J. (2005). *Constructive Psychotherapy: Theory and Practice*. Guilford Press: New York.
3. Course Reader

Moodle~ Students will be responsible for reading all articles, linked material, resources and class updates posted on the Moodle site!!

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.

Attendance:

- Students may miss one class for any reason.
- Any missed classes beyond the single class may require make-up work including any of the following; written work including research and literature review, professional reading with written review, special projects, etc.
- Any planned absences must be discussed with and approved by the course professor at least two weeks in advance of the absence.
- In case of illness or emergency, please notify your instructor as soon as possible.
- More than one absence a semester could result in a failure to complete the class.
- Late to class: More than 20 minutes or chronic lateness may require make-up work at the discretion of the professor.

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 up 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.

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 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 (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)
- Total possible points = 100 (plus extra credit as assigned) *Total subject to minor changes
- ** LATE WORK IS STRONGLY DISCOURAGED and any needs in this area must be discussed directly with your instructor. Assignments turned in late will lose 5 points per day late until submitted unless arranged in advance.**

Assignments and Requirements:

1. Class Participation- 20 points: Daily expectation

You are expected to participate in class activities and discussions. Participation not only adds to the quality of discussions, but also demonstrates that the class is actively engaged in personal and professional development, is completing assigned readings and understanding the material. Active participation is essential and will be evaluated in the following way:

Excellent (18-20pts)- Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration.

This does not mean dominating the discussion.

Satisfactory(14-18pts) - Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimal acceptability (11-14pts)- Passive participation including being present, awake, alert, attentive, but not actively involved.

Unsatisfactory (10 pts and below) - Uninvolved including being absent, late, present but not attentive: distracted, not present or making irrelevant contributions that inhibit the progress of the discussion.

1. Personal Reflection Paper – 20 pts: DUE 5/24/17

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 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 then revisit it at the end of the term to add insights and understandings you have gained throughout the term. You will be graded on clarity and the completeness in which you answer each question outlined below.

Your paper should address the following questions:

- What are my beliefs about change in counseling? About what causes clients distress? What leads to their symptoms?
- 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 life experiences have led me to desire to become a counselor?
- What theoretical framework [i.e., psychodynamic (e.g. psychoanalytic, object-relations, relational); experiential or relationship-oriented (e.g. existential, person-centered, Gestalt); action-oriented (e.g. 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)
- In what ways will I include critical theory in my counseling?

2. Intervention/Treatment Modality Research Paper/Best Practices – 25 pts, DUE 6/21/17

You will write an 8-10 page APA style paper on a treatment intervention from the list below. Provide an brief explanation of the theoretical background. The paper should be focused, however, on the

technical intervention and application of the model. Provide an analysis of perceived strengths and weaknesses along with considerations of cross-cultural importance.

Acceptance and Commitment Therapy (for anxiety/depression)
Acceptance and Commitment Therapy (for pain)
Applied Suicide Intervention and Skills Training
Cognitive Processing Therapy
Dialectical Behavior Therapy (for eating disorders)
Dialectical Behavior Therapy (for substance use)
Dynamic Interpersonal Therapy (DIT) – Lemma, Target, & Fonagy, 2012)
Emotionally Focused Therapy (for couples)
Existential Therapy
Eye Movement Desensitization and Reprocessing
Fairburn’s Transdiagnostic Treatment for Eating Disorders
Gestalt Therapy
Gottman Method for Couples
Hakomi Method for Couples
Health At Every Size
Interpersonal Neurobiology
Interpersonal and Social Rhythm Therapy (for Bipolar Disorder)
Interpersonal Reconstructive Therapy
Joiner’s Interpersonal Theory of Suicide
Mentalisation-based Therapy (Bateman and Fonagy)
Mindfulness Based Cognitive Therapy
Motivational Interviewing (for other behavioral change)
Motivational Interviewing (for substance use)
Narrative Therapy via Michael White
Panic-focused Psychoanalytic Psychotherapy (Milrod et al, 1997)
Prolonged Exposure
Rational Recovery
Relational Cultural Therapy
Schema Therapy
Seeking Safety
Solution Focused Brief Therapy
Somatic Therapy
Time Limited Dynamic Psychotherapy
Trauma Recovery and Empowerment Model
Transference-focused Psychotherapy (Clarkin et al., 2006)

3. In Class Exercise: Presentation of Clinical Vignettes – 20 pts, 7/19/17 and 7/26/17

For two days near the end of the term, the class will break out into small groups to engage in role plays with several short vignettes. Each group will adopt a particular modality of treatment for the same vignette, allowing the group to explore and analyze differences in techniques and methods. Attendance on these days is particularly important. A more detailed explanation of the activity will occur on the day of.

4. Personal Reflection Revisited – 15 pts, DUE 7/26/17

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

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

You will, again, be graded on clarity and the completeness in which you answer each question along with a demonstration of insights gained through the course of this process

Class Format: Most classes will be divided into three segments. The first portion of the class will consist of lecture and presentation focused on the class of disorders discussed that day and relevant interventions across multiple modalities. The second portion of the class will be a small group discussion centering on a clinical vignette. The third and final portion of the class will be a group discussion covering the areas of cross-cultural considerations, setting, referrals, community resources, and working with disparate practitioners.

Tentative Course Calendar
(*dates and content subject to change based on need):

[Link to Syllabus Page 1](#)

	Date	Class Content	Related Reading	Assignments Due
1	5/10/17	Introduction Theoretical Orientation Syllabus Interventions Example	- Mahoney – Chapter 1. - Wachtel – Chapters 1 and 2.	
2	5/17/17	Common Features Working Alliance The Frame Case Formulation Treatment Planning (CACREP C1c, C2b)	- Cameron, M. (2014). This is common factors, <i>Clin Soc Work J</i> , 42, 151-160. - Westen, D. Case formulation and personality diagnosis: Two processes or one? - Wachtel – Chapter 3.	
3	5/24/17	Working with Crisis, Emergency, and Aggression (CACREP 1i, 5l, 7c)	- Neacsiu, A.D., Ward-Ciesielski, E.F., & Linehan, M.M. (2012). Emerging approaches to counseling intervention: Dialectical Behavior Therapy. <i>The Counseling Psychologist</i> , 40(7), 1003-1032. - Wachtel – Chapter 4. - Mahoney – Chapter 2.	Personal Reflection Paper Due

4	5/31/17	Working with Trauma (CACREP 5j, 5k, 8b, C2b, C2l, C3b, C3d)	<p>- Herman, J. (1997). Chapter 8: Safety (pp.155-174) in <i>Trauma and Recovery</i>. Basic Books: New York, NY.</p> <p>- Wachtel – Chapter 5.</p> <p>- Mahoney – Chapter 4.</p> <p><u>Optional Reading</u></p> <p>- Makinson, R.A. & Young, J.S. (2012). Cognitive Behavioral Therapy and the treatment of Post Traumatic Stress Disorder: Where counseling and neuroscience meet. <i>Journal of Counseling & Development, 90</i>, 131-140.</p>	Choose Research Topic by this date
5	6/7/17	Working with Mood Disorders (CACREP 5j, 5k, 8b, C2b, C2l, C3b, C3d)	<p>- Mahoney – Chapter 6.</p> <p>- Wachtel – Chapter 6.</p> <p>- Hayes, S.C., Luoma, J.B., Bond, F.W., Masuda, A., & Lillis, J. (2006). Acceptance and Commitment Therapy: Model, processes, and outcomes. <i>Behavior Research and Therapy, 44</i>, 1-25.</p>	
6	6/14/17	Working with Anxiety Disorders (CACREP 5j, 5k, 8b, C2b, C2l, C3b, C3d)	<p>- Mahoney – Chapter 5.</p> <p>- Brown, A.P., Marquis, A., & Guiffreda, D.A. (2013). Mindfulness-based interventions in counseling. <i>Journal of Counseling & Development, 91</i>, 96-104.</p> <p>- Wachtel – Chapter 7.</p>	
	6/21/17	Working with Psychotic Disorders (CACREP 5j, 5k, 8b, C2b, C2l, C3b, C3d)	<p>- Mahoney – Chapter 8.</p> <p>- Wachtel – Chapter 8.</p> <p>- Combs, G. & Freedman, J. (2012). Narrative, poststructuralism, and social justice: Current practices in narrative therapy. <i>The Counseling Psychologist, 40</i>(7), 1033-1060.</p> <p><u>Optional Reading:</u></p> <p>- Gottlieb, J.D., Mueser, K.T. & Glynn, S.M. (2012). Family therapy for schizophrenia: Co-occurring psychotic and substance use disorders. <i>Journal of Clinical Psychology, 68</i>(5), 490-501.</p> <p>- Ogden, T.H. (1992). Chapter 7: The nature of schizophrenic conflict (pp. 135-171) in <i>Projective</i></p>	Modality Research Paper Due

			<i>Identification and Psychotherapeutic Technique.</i> Karnac Books: London, U.K.	
8	6/28/17	Working with Personality Disorders (CACREP 5j, 5k, 8b, C2b, C2l, C3b, C3d)	- Mahoney – Chapter 9 and 10. - Wachtel – Chapter 9.	
9	7/5/17	Working with Transference, Countertransference, Defenses, and Resistance	- Lemma, A. (2016). Chapter 7: Defences and Resistance (pp. 194-218) in <i>Introduction to the Practice of Psychoanalytic Psychotherapy</i> . Wiley: Malden, MA. - Lemma, A. (2016). Chapter 8: Transference and Countertransference (pp. 219-268) in <i>Introduction to the Practice of Psychoanalytic Psychotherapy</i> . Wiley: Malden, MA. - Wachtel – Chapter 10.	
10	7/12/17	Working Integratively	- Strenger, C. (1997). Hedgehogs, foxes, and critical pluralism: The clinician's yearning for unified conceptions. <i>Psychoanalysis and contemporary thought</i> , 20, 111-145. - Wendt, D.C. & Gone, J.P. (2016). Integrating professional and indigenous therapies: An urban American Indian narrative clinical case study. <i>The Counseling Psychologist</i> , 44(5), 695-729. - Wachtel – Chapter 11.	
11	7/19/17	*In Class Activity* (CACREP 5j, 5k, 8b, C2b, C2l, C3b, C3d)	- Wachtel – Chapter 12. - Mahoney – Chapter 7.	In Class Activity
12	7/26/17	*In Class Activity* (CACREP 5j, 5k, 8b, C2b, C2l, C3b, C3d)	- Wachtel – Chapter 13. - Mahoney – Chapter 8.	In Class Activity & Personal Reflection Revisited Due
13	8/2/17	Compassion Fatigue Vicarious Trauma Self Care	- Wachtel – Chapter 14. - Mahoney – Chapter 11.	