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

5j. evidence based counseling strategies and techniques for prevention and intervention

5k. strategies to promote client understanding of and access to a variety of community based resources

5l. suicide prevention models and strategies

7c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

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

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
C3d. strategies for interfacing with integrated behavioral health care professionals

**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.

<table>
<thead>
<tr>
<th>Theory and Research into Practice</th>
<th>Proficient (A)</th>
<th>Benchmark (B)</th>
<th>Emerging (C)</th>
<th>Inadequate/ Fail</th>
<th>As evidenced by:</th>
<th>Evaluation and Remediation</th>
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<tbody>
<tr>
<td><strong>Goal 4 of 6</strong></td>
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<tr>
<td>Understands and applies interventions</td>
<td>Early Program</td>
<td>Demonstrates strong understanding of interventions and evidence based practices with adults. Course grade of A and 90% or higher on best practice</td>
<td>Demonstrates adequate understanding of interventions and evidence based practices with adults. Course grade: B and 80% or higher on best practice</td>
<td>Demonstrates inadequate understanding of interventions and evidence based practices with adults. Course grade: C or below</td>
<td>MHC 524: Final grade AND Best Practices paper 80% minimum grade</td>
<td>First year portfolio/advis or review; referral to Benchmark Review Committee Assessment note: Best practices paper is a group project</td>
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<thead>
<tr>
<th>Theory and Research into Practice</th>
<th>Proficient (A)</th>
<th>Benchmark (B)</th>
<th>Emerging (C)</th>
<th>Inadequate/Fail</th>
<th>As evidenced by:</th>
<th>Evaluation and Remediation</th>
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<td><strong>Goal 5 of 6</strong></td>
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<tr>
<td>Able to gather client data, conceptualize and develop a treatment plan</td>
<td>Early program</td>
<td>Demonstrates excellent understanding of conceptualization and developing a tx plan</td>
<td>Demonstrates adequate understanding of conceptualization/treatment planning</td>
<td>Demonstrates emerging understanding of conceptualization/treatment planning</td>
<td>Fails to gather client data, conceptualize and develop a treatment plan</td>
<td>MHC 524: Final grade AND Best Practices paper uploaded to Taskstream with 80% minimum grade</td>
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## Methods of Instruction for this Course

<table>
<thead>
<tr>
<th>Instruction Method</th>
<th>Mark All That Apply</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>X</td>
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<tr>
<td>Small Group Discussion</td>
<td>X</td>
</tr>
<tr>
<td>Large Group Discussion</td>
<td>X</td>
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<tr>
<td>Course Readings</td>
<td>X</td>
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<tr>
<td>Group Presentation</td>
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<tr>
<td>Individual Presentation</td>
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<tr>
<td>DVD/Video Presentation</td>
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<tr>
<td>Supervised Small Group Work</td>
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<tr>
<td>Individual/Triadic Supervision</td>
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<td>Group Supervision</td>
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<tr>
<td>Case Study</td>
<td>X</td>
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<tr>
<td>Debate</td>
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<tr>
<td>Class Visitor / Guest Lecturer</td>
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<tr>
<td>Off-Campus / Field Visit</td>
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<tr>
<td>Other:</td>
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</table>
MHC 524:
COUNSELING & INTERVENTIONS WITH ADULTS

Fall 2017

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

Supplemental Texts:

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 some understanding of clinical interventions.
2. Demonstrate the ability to consume, critique, and understand professional counseling and mental health science.
3. Demonstrate ability to conceptualize client concerns within a contextual framework that values both clinical and cultural competency.
4. Demonstrate understanding of both common factors to counseling and
treatment specific interventions.

**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 (All copies can be found on Moodle):**


   Chapter 4: Treatment planning I
   Chapter 5: Treatment planning II


   Chapter 2: Evidence based therapy.


   Chapter 4: Central Issues in Trauma Treatment.


   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.


   Chapter 7: Empathy and exploration: The core of process-experiential therapy.


**Evaluation**

Case Conceptualization Paper (60 pts)
It is essential as a counselor to have a strong theoretical underpinning to your clinical work. Theory, when integrated with the contexts of a client’s circumstances, identity, and resources, help guide treatment and interventions in a meaningful manner. In this assignment students will be presented with a clinical vignette. Students will be responsible to provide a case conceptualization utilizing their current theoretical orientation. Students will be required to include a multicultural orientation that incorporates culture, systems, contextual factors, and the broader ecology when developing a treatment approach. Students will write a 3-5 page paper for this assignment. Students will be graded on the:

- clarity of theoretical position
- depth of thought regarding the client concerns, identities, and contexts
- the clinical vision of treatment.

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.

Term Paper: Intervention/Treatment Modality Research Paper (100 points)

Effective counselors select treatments that have a coherent theoretical intention and ideally have research supporting its outcomes. Additionally, counselors need to be able to understand mental health related science and research to be able to discern current trends, evidence-based practices, and clinical considerations. You will write an 8-10 page paper (APA style) on a treatment intervention from the following list below. Students will be graded on:

- Clarity of technical writing
- Articulation of understanding of the clinical approach, its origins, assumptions, and research
- Articulation of strengths and limitations of the approach

### Professional Counseling Approaches Topics 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

Reflection of Course and Professional Development (20 points)

DUE: 12/13/17
Students will be asked to turn in a 2-3 page paper reflecting on your experience trying out various interventions, reflecting on the content of the course, and how this has impacted your perspective as a future counselor. In the course we will be exploring some interventions and techniques when working with clients. We will be talking about approaches to working with clients who present with a variety of possible clinical concerns. We will also talk about the challenges facing mental health counselors in the contemporary health care field. Students are asked to reflect on the aspects of this course and write a general reflection of their experience.

SUMMARY OF POINTS

<table>
<thead>
<tr>
<th>Case Conceptualization</th>
<th>60 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>20 points</td>
</tr>
<tr>
<td>Course Reflection Paper</td>
<td>20 points</td>
</tr>
<tr>
<td>Term Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200 points</td>
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</tbody>
</table>

COURSE GRADING SCALE

95-100% = A
90-94%  = A-
87-89%  = B+
84-86%  = B
80-83%  = B-
### Class Structure and Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>CACREP Standards</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| 9/6  | 1i | 5d C1c C3d | 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 al. (2014) article  
Sexton article |
| 9/13 | 5d C1c C2b | 2. Foundations of Counseling Practice  
- Establishing the Counseling Frame  
- Case Conceptualization  
- Treatment Planning  
Technique Exploration: EFT Empathic Interventions | Reichenberg & Seligman Chapter 1  
Mahoney Chapter 1-3  
Hays Article  
Elliot et al. Chapter 7 |
| 9/20 | 1i 5l 7c | 3. Counseling for Stabilization  
- Crisis Counseling  
- Interventions on Suicidality  
- Working on Aggression  
- Handling Mental Health Emergencies  
Technique Exploration: DBT Safety Planning | Mahoney Chapter 4  
Chiles & Strosahl Chapter 3 |
| 9/27 | 5j | 5k 8b C2b C2l C3b C3d | 4. Working with Trauma  
- Central Issues in Trauma Treatment  
- Cognitive Interventions, Emotional Processes, Identity & Relational Functioning  
- Mindfulness  
Technique Exploration: CFT Compassionate Imagery | Reichenberg & Seligman Chapter 8  
Briere & Scott Chapter 4 |
| 10/4 | 5j | 5k 8b C2b C2l C3b C3d | 5. Working with Mood Disorders  
- Central Issues in Mood Related Treatment  
- Cognitive, Affective, Behavioral, and Interpersonal Interventions  
Technique Exploration: BA Activity Scheduling | Reichenberg Chapter 4 & 5  
Nadal et al (2014) article  
Allen, McHugh, & Barlow (2008)  
Mahoney Chapter 5 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Pages</th>
<th>Title</th>
<th>Authors/References</th>
</tr>
</thead>
</table>
| 10/11 | 5j | 5k 8b 5j | 6. Working with Anxiety & Obsessive-Compulsive Disorders  
- Central Issues in Anxiety Treatment  
- Cognitive, Affective, Behavioral, and Interpersonal Interventions  
Technique Exploration: CBT Vertical Descent | Reichenberg & Seligman Chapter 6 & 7  
- Abramowitz et al.  
- Chapters 4 & 5  
- Sisemore Chapter 2  
- Leahy 2003 |
| 10/18 | 5j | 5k 8b 5j | 7. Working with Psychotic Disorders  
- Central Issues in Psychosis  
Treatment  
Technique Exploration: Distress Tolerance Skills | Reichenberg & Seligman Chapter 3 |
| 10/25 | 5j | 5k 8b 5j | 8. Working with Personality Disorders and Complex Interpersonal Concerns  
- Central Issues in PD Treatment  
- Cognitive (schema), Affective, Behavioral, and Interpersonal Interventions  
Technique Exploration: Exploring Implicit Meanings and Experiences | Reichenberg & Seligman Chapter 19  
- Teyber 7 & 9  
- Mahoney Chapter 6 |
| 11/1  | 5j | 5k 8b 5j | 9. Working with Eating Disorders and Body Image Concerns  
- Central Issues in ED Treatment  
- Cognitive, Affective, Behavioral, and Interpersonal Interventions  
- Medical considerations  
Technique Exploration: ACT The Matrix | Reichenberg & Seligman Chapter 11  
- Mahoney Chapter 7 |
| 11/8  | 5j | 5k 8b 5j | 10. Working with Transference, Countertransference, and Defenses and Resistances  
Technique Exploration: IPT Process Level Self-Disclosure | Wachtel Chapters 8 & 9  
- Mahoney Chapter 10 |
| 11/15 | 5j | 5k 8b 5j | 11. Working Integratively  
Technique Exploration  
Radical Inquiry and the Pro-Symptom Position | Mahoney Chapter 8 & 9  
- Ecker & Hulley (1996)  
- Chapter 1 & 5 |
<p>| 11/22 |      | FALL BREAK--NO CLASS |  | |
| 11/29 | 5d | 5k 5j 5d | 12. Understanding the Broader Contextual and Ecological Factors | Ratts &amp; Pederson |</p>
<table>
<thead>
<tr>
<th></th>
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<th>C3b</th>
<th>C3d</th>
<th>to Counseling I</th>
<th>Chapters 7 &amp; 8</th>
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<tbody>
<tr>
<td>12/6</td>
<td>5d</td>
<td>5k</td>
<td>C2b</td>
<td>C2c</td>
<td>C3b</td>
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<tr>
<td>12/13</td>
<td>C2l</td>
<td>14. Compassion Fatigue, Vicarious Traumatization, and Self-Care</td>
<td>Saakvitne &amp; Peralman</td>
<td>Chapters 1 &amp; 2</td>
<td></td>
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