

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 524
Counseling and Interventions with Adults
Syllabus Cover Sheet
(Updated 10.1.2018)

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
- C2d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- 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.

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

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	
Individual Presentation	X
DVD/Video Presentation	
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	

Instructor:

Laura Nichols-Anderson, MA LMHC

Adjunct Professor for Lewis & Clark Graduate School of Counseling

Email: Lnichols@lclark.edu

Required Texts:

Leah, R.L., D., & Napolitano, L.A. (2011). Emotion regulation in psychotherapy: A practitioner's guide. Guilford: New York.

Mahoney, M. (2003). Constructive psychotherapy : Theory and Practice. Guildford. New York

Supplemental Text:

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

American psychiatric Association (2013). Diagnostic and statistical manual of mental disorder (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.

Objectives:

1. Demonstrate ability to gather client data, conceptualize and develop some understanding of clinical interventions.
2. Demonstrate 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):

Each week there will be both text and electronic readings due. Please read the materials ahead of the class and come prepared to discuss them. I will ask students to complete 4 index card each week- 2 reading comments and 2 discussion questions from the reading. (More info listed below)

Recommended Readings:

On Moodle there are also suggested readings and additional resources. They are marked as additional materials and are not required for the course.

Case Conceptualization/ (50 pts) DUE: 6/6/19

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/intake. 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. **Additionally students will be asked to sign up to lead the class through a guided meditation one time during the course (no longer than 7 min).**

Intervention presentation (30 points)

Each student will be asked to sign up to present an intervention from their theoretical orientation. Students are asked to provide a copy of the intervention for each student in the class. Some theoretical orientations lend themselves more easily to this assignment than others. If you feel that the interventions in your theoretical orientation would be more aptly explained by writing a narrative or transcript to explain the intervention then that is acceptable as well. Presentations can include a role

play or video of how to utilize the intervention. Presentations should be no shorter than 10 min and no longer than 20 min. No power point is necessary. Presentations will be graded on

- Clarity of when and how to utilize the intervention
- Write up on Handout clarity and thoughtfulness

Term Paper: Intervention/Treatment modality research paper (80 points): Due 7/24

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
- Cognitive Behavioral Therapy (CBT) for Bipolar disorder
- 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
- Mentalization Based Therapy for Borderline personality disorder
- Metacognitive Narrative Therapy for schizophrenia
- Mindfulness Based Cognitive Therapy for Depression
- Motivational Interviewing (MI) for substance use disorders

- Motivational Interviewing (MI) for health related behaviors
- Narrative Therapy for Adult Clients (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

Reading Reflections/discussion questions (20 points) Each week Students will be asked to turn in 4 index cards; 2 cards will contain comments and the other 2 cards will each have a question regarding the reading assigned for that week. These index cards will be used to facilitate group discussion to review reading material.

Summary of Points:

Case conceptualization:	50 points
Class attendance and participation:	20 points
Intervention presentation/demonstration:	30 points
Reflection cards:	20 points
Term paper:	80 points

TOTAL:	200 points
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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 Schedule:

Date	TOPIC	READING & ASSIGNMENTS
5/8/19 WEEK 1	<ol style="list-style-type: none"> 1. Introduction to the Course 2. Mindfulness/self-awareness 3. Stages of treatment 4. Clinical intentionality and Flexibility 	
5/15/19 WEEK2	<ol style="list-style-type: none"> 1. Foundations of Counseling Practice 2. Establishing the Counseling Frame 3. Case Conceptualization- Intake role play 4. Treatment Planning 	<ul style="list-style-type: none"> -Mahoney Chapter 1-3 -Leahy et al. Chapter 1 & 3 -Hays Article -Elliot et al. Chapter 7
5/22/19 WEEK 3	<ol style="list-style-type: none"> 1. Counseling for Stabilization 2. Counseling - Interventions on Suicidality 3. Working on Aggression 4. Handling Mental Health Emergencies 5. Hospitalization 	<ul style="list-style-type: none"> - Mahoney chapter 4 -Leahy et al. Chapter 10 -Chiles & Strosahl Chapter
5/29/19 WEEK 4	<ol style="list-style-type: none"> 1. Working with Trauma 2. Central Issues in Trauma Treatment 3. Cognitive/behavioral Interventions 4. Emotional Processes 5. Identity & Relational Functioning 6. Narrative Interventions 7. Mindfulness 	<ul style="list-style-type: none"> - Leahy et al. chapter 5 -Briere & Scott Chapter 4 - Najavits Handout on Grounding
6/5/19 WEEK 5	<ol style="list-style-type: none"> 1. Central Issues in Mood Related Treatment 2. Cognitive, Affective, Behavioral, and Interpersonal Interventions 	<ul style="list-style-type: none"> -Mahoney Chapter 9 -Leahy et al. Chapter 4 -Nadal et al (2014) article -Allen, McHugh, & Barlow (2008)
6/12/19 WEEK 6	<ol style="list-style-type: none"> 1. Working with Anxiety & Obsessive-Compulsive Disorders 2. Central Issues in Anxiety 	<ul style="list-style-type: none"> -Leahy et al. chapter 6 -Reichenberg & Seligman Chapter 6 & 7 -Abramowitz et

	3. Treatment -Cognitive, Affective, Behavioral, and Interpersonal Interventions	al. Chapters 4 & 5 -Sisemore Chapter 2 -Leahy 2003 DUE: Case Conceptualization Paper
6/19/19 WEEK 7	1 Intervention Practice Session -Practice utilizing skills and interventions learned so far 2 Feedback Evals	
6/26/19 WEEK 8	1. Working with Personality Disorders and Complex 2. Interpersonal Concerns 3. Central Issues in PD Treatment -Cognitive (schema), Affective, Behavioral. 4. Interpersonal Interventions MBT	-Leahy et a. Chapter 8 -Mahoney Chapter 6 - Reichenberg & Seligman Chapter 19 -Teyber 7 & 9 GUEST Speaker
7/3/19 WEEK 9	1. Working with Eating Disorders and Body Image Concerns 2. Central Issues in ED Treatment -Cognitive, Affective, Behavioral, and Interpersonal Interventions 3. Medical considerations	-Leahy et al. Chapter 7 -Mahoney Chapter 7 -Fairburn et al. article -Smolak, L, & ChunKennedy, C. (2013). GUEST Speaker
7/10/19 WEEK 10	1. Working with Transference, Countertransference, and Defenses and Resistances 2. How to work in difficult contexts 3. Therapy Interfering Behaviors 4. Using the therapeutic relationship for change	-Mahoney Chapter 10 -Wachtel Chapters 8 & 9
7/17/19 WEEK 11	1. Integrating Our Work - Developing clinical flexibility 2. How to make sense of various approaches	-Mahoney Chapter 8 & 9 -Laska et a. (2014) article -Ecker & Hulley (1996) Chapter 1 & 5
7/24/19	1. Understanding the Broader Contextual and	

WEEK 12	<p>Ecological Factors to Counseling</p> <p>2. When therapy is not the recommended course of treatment</p>	<p>-Ratts and Pederson Chapters 7 & 8</p> <p>-Owen et al. Article</p> <p>-Nadal et al. (2014)</p> <p>-Sue Chapter 3</p> <p>-Kugelmass (2016)</p> <p>Additional reading</p> <p>DUE: Final Paper</p>
<p>7/31/19</p> <p>WEEK 13</p>	<p>Compassion Fatigue, Vicarious Traumatization, and Self-Care</p>	<p>-Saakvitne & Peralman Chapters 1 & 2</p> <p>Course evaluations</p>