

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
- 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.

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



INSTRUCTOR

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REQUIRED TEXTS

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

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 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.

COUNSELING, THERAPY, AND SCHOOL PSYCH DEPARTMENT ATTENDANCE POLICY

COVID-19 Instruction: This course will be held electronically and remotely due to the current pandemic. Class will be held through a webcast platform (see tech requirements below). Students are expected to attend these virtual class meetings as they would attend on campus meetings.

Department 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.

TECH REQUIREMENTS

The main learning platforms for this class will include Moodle and Zoom. Moodle will be used as the primary course site and is where students will access learning modules and all course materials. Log in to [Moodle](#) using your Lewis & Clark ID to access our class. [Zoom](#) will be used for synchronous class sessions. You can find the Zoom link on the Moodle course page.

If you have questions about accessing and using Moodle, visit [Lewis & Clark's Moodle Resources page](#). Moodle and tech support is also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's [Learning Remotely website](#).

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.

COVID-19 Pandemic Update: During this summer term, Student Support Services continues to be available via email (access@lclark.edu) or by phone (503-768-7192). While they aren't answering the phone directly, if you call and leave a message, they will call you back. You can

also make an appointment on line via their website: (www.lclark.edu/offices/student_support_services/). Appointments will be conducted either by phone or Zoom.

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.

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.

EVALUATION

Case Conceptualization Paper (80 points)

DUE: 6/14 Submitted through Moodle in pdf format.

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)

DUE: 7/19

Submitted through Moodle in pdf format.

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 (20 points)
- Articulation of understanding of the clinical approach, its origins, assumptions, and research (40 points)
- Articulation of strengths and limitations of the approach (40 points)

Example Professional Counseling Approaches Topic 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 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

SUMMARY OF POINTS	
Case Conceptualization	80 points
Class Attendance	20 points
<u>Term Paper</u>	100 points
TOTAL	200 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	1i 5d C1c C3d	1. Introduction to the Course -Theoretical Orientation -Contextual Factors Guiding our Work -Clinical Intentionality and Flexibility -Evidenced Based Practices	<i>Optional:</i> -Boyd-Franklin et al. (2013) Chapter 2 -Sexton article
5/17	5d C1c C2b	2. Foundations of Counseling Practice -Establishing the Counseling Frame -Case Conceptualization -Treatment Planning	-Mahoney Chapter 1-3 -Leahy et al. 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	-Mahoney Chapter 4 -Leahy et al. Chapter 10 -Chiles & Strosahl Chapter 3
6/7	5j 5k 8b C2b C2l C3b C3d	4. Working with Anxiety & Obsessive-Compulsive Concerns -Central Issues in Anxiety Treatment -Cognitive, Affective, Behavioral, and Interpersonal Interventions	-Leahy et al. Chapter 6 -Abramowitz et al. Chapters 4 & 5 -Sisemore Chapter 2 -Leahy 2003
6/14	5j 5k 8b C2b C2l	5. Working with Mood Concerns -Central Issues in Mood Related Treatment	-Mahoney Chapter 9 -Leahy et al. Chapter 4 -Nadal et al (2014) article

	C3b C3d	-Cognitive, Affective, Behavioral, and Interpersonal Interventions	-Allen, McHugh, & Barlow (2008)
6/21	5j 5k 8b C2b C2l C3b C3d	6. Working with Trauma -Central Issues in Trauma Treatment -Cognitive Interventions, Emotional Processes, Identity & Relational Functioning -Mindfulness	-Leahy et al. Chapter 5 -Briere & Scott Chapter 4 -Najavits Handout on Grounding
6/28	5j 5k 8b C2b C2l C3b C3d	7. Compassion Fatigue, Vicarious Traumatization, and Self-Care	-Warren et. al (2010) -Dockray online article on Community Care -Values exploration
7/12	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	-Leahy et a. Chapter 8 -Mahoney Chapter 6 -Reichenberg & Seligman Chapter 19 -Teyber 7 & 9
7/19	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	-Leahy et al. Chapter 7 -Mahoney Chapter 7 -Fairburn et al. article -Smolak, L, & Chun-Kennedy, C. (2013).
7/26	5j 5k 8b C2b C2l C3b C3d	10. Working with Transference, Countertransference, and Defenses and Resistances -How to work in difficult contexts -Therapy Interfering Behaviors -Using the therapeutic relationship for change	-Mahoney Chapter 10 -Wachtel Chapters 8 & 9
8/2	5j 5k 8b C2b C2l C3b C3d	11. Integrating Our Work -Developing clinical flexibility -How to make sense of various approaches	-Mahoney Chapter 8 & 9 -Laska et a. (2014) article -Ecker & Hulley (1996) Chapter 1 & 5
8/9	5d 5k C2b C2c C3b C3d	12. Understanding the Broader Contextual and Ecological Factors to Counseling I	-Ratts & Pederson Chapters 7 & 8 -Owen et al. Article.
8/16	5d 5k C2b C2c C3b C3d	13. Understanding the Broader Contextual and Ecological Factors to Counseling II	-Nadal et al. (2014) -Sue Chapter 3 -Kugelmass (2016)