

Graduate School of Education and Counseling
Lewis and Clark College
MHC 524 Adult Interventions Summer 2014

Time: **Thursdays, 1:00pm-4:30pm** **5/8/14- 7/31/14**
Location: York 115
Instructor: Karen Hixson, M.Ed., LPC, NCC, Doctoral Candidate
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Office hours: By appointment

Instructor Biography: I am a Licensed Professional Counselor in private practice in Portland, OR. I received my Master’s Degree in Counseling at the University of Puget Sound in Tacoma, WA in 2002. I work with individuals, couples, adult families and also do clinical supervision for early career counselors working toward licensure in Oregon. I am a doctoral candidate at Oregon State University.

I believe it is my professional responsibility to provide a respectful, supportive and challenging learning environment. Practical activities, dialogue, collaborative learning and personal reflection guide my teaching based on the beliefs that learning is constructed in community and is an active process that allows for new insights, connections and meaning to emerge.

I am intentionally relational in my approach with students. Relationships provide the core of the learning experience rather than mere information exchange and recitation. According to Merriam et al., “The central role of experience in adult learning is another point of connection (2007, p. 293).” This emphasis on relationships is also supported by my understanding of Relational Cultural Theory (RCT) which posits that mutual, authentic relationships foster healthy human development (Miller and Stiver, 1998). RCT includes the concept of the Five Good Things of growth fostering relationships:

1. Each person feels a greater sense of “zest” or vitality, energy.
2. Each person feels more able to act and does act.
3. Each person has a more accurate picture of her/himself and the other person(s).
4. Each person feels a greater sense of worth.
5. Each person feels more connected to the other person(s) and feels a greater motivation for connections with other people beyond those in the specific relationship (Miller and Stiver, 1998).
- 6.

I see these Five Good Things as a strong foundation for learning. An environment that invites connection, and therefore healthy human development, invites learning. I utilize various supervision models in my work with students as I support and guide them on the journey of seeing clients in their graduate training program.

Catalogue Course Description

Content: Identification, assessment, diagnosis, and treatment of mental, emotional, substance abuse, and addictive disorders in late adolescence and adulthood. Covers adjustment, mood, anxiety, psychotic, dissociative, impulse, sexual, personality, and addictive disorders, including gambling and eating disorders. Topics include multicultural, interpersonal, and relationship factors; evidence-based treatments; and information technology research tools. Emphasis is on planning

comprehensive, multifaceted treatment interventions.

Learning Objectives:

Students completing this course with satisfactory evaluation will be able to . . .

1. Demonstrate how to use information from multiple assessment strategies to create treatment plans that are client-centered, individualized, and culturally sound. (CC: 7h, 7f, 5b, 2c, A5, C2, C4, C7)
2. Describe and explain the major elements of intervention (treatment) planning strategies. (CC: 5b, 5c, C2, C7)
3. Create basic treatment plans drawing on evidence-based treatments for depression, anxiety disorders, substance abuse, and other common presenting problems. (CC: 5b, 5c, 3c, C2, C4)
4. Describe and explain the application of core evidence-based psychosocial interventions for common problems in mental health and addictions treatment. (CC: 5b, 5c, 3c, C1, C2)
5. Construct means of evaluating client progress. (CC: 7g, 5b)
6. Find, evaluate, and present critical concepts and evidence about diagnosis and treatment of a specific clinical issue or disorder. (CC: 8e)
7. Identify and use information about the personal, social, and cultural context of a client's life to formulate client-centered treatment plans. (CC: 2c, 5b, 5c, 3c, A5, C3)
8. Describe and give examples of ways to integrate client's values, positive personal goals, religious and spiritual consciousness and commitments into treatment planning. (CC: 2c, 5b, 5c)
9. Describe, explain, and demonstrate through role plays and case planning how to use the DSM-IV system and criteria to enhance assessment and treatment planning for individual clients (CC: C5)
10. Describe, explain, and demonstrate via case studies how to choose appropriate modalities for intervention including group, family, medical, and other systems including community-based supports, and plan for short, intermediate, and long-term engagement based on client goals, needs, and resources. (CC: C3, C4, C7)

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. Please discuss any concerns you may have about this policy or how it might affect you with me.

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.

MOODLE:

We will use Moodle on an as needed basis in the course. **Please enroll.** Password is "CPSY524"

REQUIRED TEXTS:

1. Latest edition required for the Selecting Effective Treatments as it has a DSM-5 Update within. Selective Effective Treatments by Seligman

2. The Complete Adult Psychotherapy Treatment Planner by Jongsma. There are old editions of this but they don't look much cheaper. Your call.

3. The Unified Protocol by Barlow (only need the workbook, not the therapist guide)

4. Narrative Exposure Therapy by Schauer, Neuner & Elbert

You may be asked to download (from your library account) additional readings in compliance with Fair Use policies for written materials.

Other necessary equipment:

1. Your small group will need to use a camera to tape your analogue sessions on taping days. The graduate school has a camcorder loaner pool for students. They have 25 Flip camcorders for use by graduate students. *Students must email gradloaner@lclark.edu to reserve a camcorder for up to 5 business days. They can pick up the equipment Monday through Friday from 2pm to 4pm in Rogers 214. *Check with grad loaner for current hours of operation**

A digital camera or flip camera must be utilized for the video tapings. Phones or computers can only be used if you feel as though you can get good video/audio performance and someone in your group understands how to export video files in order for the video to be viewed., etc.

Requirements for Credit: 300 pts TOTAL 270 pts = A 240 pts = B

1. Regular attendance and active participation in class discussion and small groups. **(5pts/week = 65 pts total)**

This includes participation in class discussions, small group discussions and assigned classroom small group activities. **STAY ON TASK in your small group activities!**

Good participation is demonstrated by the following activities:

- Ask questions, offer perspective, share ideas & reactions
- Participate in all activities to the best of your ability
- An expectation that your participation will move along a continuum that increases as you become more familiar and comfortable
- You will challenge yourself to step-up or step down as appropriate

2. Quizzes: (10 pts/week = 100 pts total) Each week reading is assigned (most weeks!) you will have a reading quiz at the beginning of class. Make sure you read! You will be in the clinic before you know it!

3. Treatment Plan: (25pts) **DUE 6/12** Go to Psych Info to Psych Net to “therapy topics”.

Use one of the videos as a starting point for this assignment (<https://psyctherapy-apa-org.watzekpx.lclark.edu/access/apa>). Consider something you are interested in or would like to know more about. Get a sense of the client’s presenting problems, background, etc., and do a write up on the following:

- 1) What are the client’s demographics, presenting problems and relevant background?
- 2) What is your working diagnosis of the client?
- 3) Using The Complete Adult Psychotherapy Treatment Planner as a guide, Set three

Goals/Objectives and three (or more) associated Tasks/Interventions to assist you and the client in meeting the goals.

- 4) What might some important things to consider when negotiating this treatment plan with the client?

4. Research Paper: (50 pts). DUE 7/24 You will write a 8-10 page APA style paper on a treatment intervention from the following list:

- Acceptance and Commitment Therapy (for anxiety/depression)
- Acceptance and Commitment Therapy (for pain)
- Applied Suicide Intervention and Skills Training
- Cognitive Processing Therapy
- Cognitive Therapy for Psychosis
- Dialectical Behavior Therapy (for eating disorders)
- Dialectical Behavior Therapy (for substance use)
- Dialectical Behavior Therapy (for trauma)
- Emotionally Focused Therapy (for couples)
- Emotionally Focused Therapy (for individuals)
- Existential Therapy
- Eye Movement Desensitization and Reprocessing
- Fairburn's Transdiagnostic Treatment for Eating Disorders
- Gestalt Therapy
- Gottman Method for Couples
- Health At Every Size
- Interpersonal and Social Rhythm Therapy (for Bipolar Disorder)
- Interpersonal Reconstructive Therapy
- Joiner's Interpersonal Theory of Suicide
- Mindfulness Based Cognitive Therapy
- Motivational Interviewing (for other behavioral change)
- Motivational Interviewing (for substance use)
- Narrative Therapy via Michael White
- Prolonged Exposure
- Relational Cultural Therapy
- Schema Therapy
- Seeking Safety
- Solution Focused Brief Therapy
- Time Limited Dynamic Psychotherapy
- Trauma Recovery and Empowerment Model

While some of these may be more theoretical than others, this paper should focus on the application and interventions of the modality. If you have another treatment you'd like to research, let me know.

Address the following in your paper:

1. Introduction to the treatment/modality (What is it, where did it come from, etc.)
2. Brief review of the research base for the treatment
3. Explain the basic interventions of this modality
4. Explain what client issues you imagine utilizing this treatment with and explain how you

might use it with clients (How would you know when to negotiate this treatment, How would you introduce it, how would you use the interventions, etc.).

5. Unified Protocol Analogue Sessions (50pts): In teams of 5, you will videotape a sequence of 5 short analogue sessions where you will demonstrate a module/chapter of the UP. Each team member will be the counselor once and you will carry an analogue case through the entire 5 session series. Class time will be give for you to videotape the session. You will review your tapes in small groups and obtain feedback from your peers on your use of the UP. Guidelines and a peer feedback form will be given out.

6. Narrative Exposure Therapy Analogue Sessions (50pts): In teams of 5, you will videotape a sequence of 5 short analogue sessions where you will demonstrate the use of a module/chapter of the Narrative Exposure Therapy. Each team member will be the counselor once and you will carry an analogue case through the entire 5 session series. Class time will be give for you to videotape the session. Class time will be give for you to videotape the session. You will review your tapes in small groups and obtain feedback from your peers on your use of the UP. Guidelines and a peer feedback form will be given out.

COURSE READING AND ASSIGNMENT SCHEDULE

Date	Seligman & Reichenberg	Jongsma, et al.	UP/Barlow et al.	NET	Assignment DUE
5/15	CH 1-intro CH 10 & CH 11- Future + DSM 5				
5/22	CH 3- situations	<ul style="list-style-type: none"> • Family conflict • Intimate relationship • Legal conflicts • Parenting • Phase of life • Vocational stress • Financial Stress 	CH 1 thru 4		
5/29	CH 4-mood	<ul style="list-style-type: none"> • Bipolar-depression • Bipolar-mania • Unipolar • Social anxiety • Suicidal Ideation • Grief/loss 	CH 5 & 6		
6/5	CH 5- anxiety	<ul style="list-style-type: none"> • Anxiety • OCD • Phobia • PTSD • Sexual Abuse • Social anxiety • Panic/Agoraphobia • Sleep 	CH 7 & CH 8		TAPE UP sessions
6/12					Treatment Plan DUE Guest Lectures
6/19	CH 6-behaviors	<ul style="list-style-type: none"> • Anger control • ADD • Substance Use 	CH 9 & 10	PT 1-intro up to pg 33 (2.4)	TAPE UP sessions

6/26	CH 7- psys/psych	<ul style="list-style-type: none"> • Cognitive deficits, • Chronic pain, • Eating disorders • Female/Male sexual dysfunction • Medical issues 	CH 11& 12	PT 2- Pg 33 up to 58 (3.2.8)	Review UP Sessions
7/3				PT 3 P 58 to 73	TAPE NET Sessions
7/10	CH 8- personality	<ul style="list-style-type: none"> • Antisocial behavior, • Borderline 			Tape NET sessions
7/17					Review NET sessions
7/24	CH 9- psychotic/dissoc	<ul style="list-style-type: none"> • Dissociation • Psychoticism • Paranoid 			RESEARCH PAPER DUE
7/31					