

**MHC 524-11, Counseling and Interventions: Adult
Summer 2015 ~ Thursdays 5:30p-9pm**

Instructor Information:

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Office Hours: Available per appointment

"The difference between science and the arts is not that they are different sides of the same coin, or even different parts of the same continuum, but rather, they are manifestations of the same thing. The arts and sciences are avatars of human creativity."
~Mae Jemison

"When you listen generously to people they can hear the truth in themselves, often for the first time"
~Rachel Naomi Remen

Instructor Biography: I am a Licensed Professional Counselor in private practice in Portland, OR. I received my Master's Degree in Community and Rehabilitation Counseling at Portland State University in 2002. I specialize in working with survivors of trauma, crime and grief and work with individuals, couples, and adult families. I also consult with area organizations and agencies providing support and debrief sessions to best support the mental health and wellness needs of employees experiencing workplace trauma, vicarious trauma or compassion fatigue.

I am intentionally relational in my teaching style and approach with students. I believe in providing a respectful, supportive and interpersonally challenging learning environment. Practical activities, dialogue, collaborative learning and personal reflection guide my teaching and the back-drop of seeing ourselves in relationship to one another and to class components is key to allowing more than simply a linear exchange of information and material.

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.

***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.**

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-V 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.

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.

Required Reading:

The Art of Integrative Counseling (SW 444 Field Seminar) by Gerald Corey

The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates by Arthur E. Jongsma Jr. et al.

Selecting Effective Treatments: A Comprehensive Systematic Guide to Treating Mental Disorders, Includes DSM-5 Update Chapter by Linda Seligman et al.

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

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 5/28/15

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 choose 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 will answer 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 (that is, psychoanalytic, object-relations, Adlerian); experiential or relationship-oriented (that is, existential, person-centered, Gestalt); action-oriented (that is, 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, specific and address all the questions above)
- In what ways will I include critical theory in my counseling?

2. Intervention/Treatment Modality Research Paper – 25 pts, DUE 6/25/15

You will write an 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
- Emotionally Focused Therapy for Couples
- 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
- Mindfulness Based Cognitive Therapy
- Motivational Interviewing (for other behavioral change)
- Motivational Interviewing (for substance use)
- Narrative Therapy via Michael White
- 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

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.

3. Group Project: Best Practices Agency Interview and Presentation – 20 pts, DUE 7/23/15

As a counselor, you will be continually seeking consultation and reviewing research and your own clinical experiences to determine what the best fit is for you as a professional and for the clients you encounter. An experiential and integrative way to do this is to learn more about the professionals and agencies that comprise our local counseling field. For this assignment, each student group of 3 or 4 will choose to present on a diagnosis or presenting concern and an area agency that serves this particular need/issue/population of client. No two groups may do the same topic. Your group will schedule and conduct an interview with a clinician working within your area of focus and present on your findings. Your interview, research and presentation will offer the following information:

- Population served, treatment area, common presenting needs/issues
- The counselor's/professional's educational and training experience
- History of the agency -Licensures, accreditations, qualifications needed to work in this setting -The physical layout and location of the agency, counseling rooms, etc and rationale
- What services are provided, the cost and how clients are referred
- How the therapeutic relationship is established -Best practices and standards that guide this work with clients -Is there an emphasis on diagnosis or on operating outside of the realm of diagnosis – Theoretical orientation and detailed account of interventions used - Contraindications to these services -Assessment and measurement instruments utilized -Any advice or words of wisdom for a new

counselor entering the field at this time. Your presentation should be multi-media and include a handout with a brief outline of your findings and the agency/counselor's professional contact information to be used as a resource guide by you and your peers. You will be graded on group participation, comprehensively presenting the information, creativity, and the resource handout.

4. Personal Reflection Revisited – 15 pts, DUE 7/30/15

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

**Classes will be structured with breaks in between 3 portions containing teaching points/lecture, class or group activities, and discussion/dialogue/reflection.
Tentative Course Calendar (*dates and content subject to change based on need):**

Date	Class Content	Related Reading	Assignments Due
1. 5/14/15	Introductions, syllabus Presence, adopting a theoretical framework & developing your own counseling approach	Corey: Ch 1 Seligman et al: Jongsma et al: *Self guided reading	
2. 5/21/15	Mindfulness, Self-Compassion and Self-Care, What does this have to do with counseling and interventions? Setting the stage for presence, self care and your internal work during this course	Corey: Ch 2, 3 Seligman et al: Jongsma et al: *Self guided reading	
3. 5/28/15	Diversity and Feminist Perspective Working with Issues: Family conflict Intimate relationship Legal conflicts Parenting Phase of life Vocational stress Financial Stress	Corey: Ch 4 Seligman et al: Ch 1&3 Jongsma et al: Anger, Trauma, Family conflict, Financial stress, Relationship Conflict, Legal, Self-esteem, Parenting, Phase of life, Grief Spiritual, Vocational	Personal Reflection Paper Due
4. 6/4/15	Therapeutic Relationship, Case Formulation and Treatment Planning. Cognitive, emotive and behavioral foci overview.	Corey: Ch 5 Seligman et al: Ch 10 & 11 Jongsma et al: Pg. 10, Sample Tx Plan	Choose Research Topic by this date
5. 6/11/15	Trauma Informed Practices Cognitive Focus Mood Disorders	Corey: Ch 6 Seligman et al: Ch 4 Jongsma et al: Bipolar-depression Bipolar-mania Unipolar Social anxiety Suicidal Ideation	

6. 6/18/15	Emotive Focus Anxiety Disorders	Corey: Ch 7 Seligman et al: Ch 5 Jongsma et al: Trauma Anxiety OCD Phobia Sexual Abuse Social anxiety Panic/Agoraphobia Sleep	Pick Group Project Agency/Area by this date
7. 6/25/15 Mid-term	Behavioral Focus Disorders of Behavior and Impulse Control	Corey: Ch 8 Seligman et al: Ch 6 Jongsma et al: Anger control ADD Substance Use Impulse Control Type A Behavior	Modality Research Paper Due
8. 7/2/15	Integrative Approach Disorders in Which Physical and Psychological Combine	Corey: Ch 9 Seligman et al: Ch 7 Jongsma et al: Cognitive deficits, Chronic pain, Eating disorders Female/Male sexual dysfunction Medical issues Somatization	
9. 7/9/15	Working with Transference and Countertransference Psychotic & Dissociative Disorders	Corey: Ch 10, 11 Seligman et al: Ch 9 Jongsma et al: Dissociation Psychoticism Paranoid	

10. 7/16/15	Attachment and Childhood Considerations for Counselor and Client Personality Disorders	Corey: Ch 12, 13 Seligman et al: Ch 8 Jongsma et al: Childhood Trauma Antisocial Borderline Dependency Personality Disorders	
11. 7/23/15	Group Presentations		Group Presentation/ Project Due
12. 7/30/15	*Instructor out – alternative activity TBD* Submit paper electronically by the end of this day, 9pm!	Reading TBA	Personal Reflection Revisited Due
13. 8/6/15	Last Class!! Compassion Fatigue and Vicarious Trauma Summary, closure, evaluations		