

Be a lamp, or a lifeboat, or a ladder
Help someone's soul heal
Walk out of your house like a shepherd.
Rumi

MHC 524 – Counseling and Interventions with Adults

Summer, 2016

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Required Text

Atwood, G. E. (2012). *The abyss of madness*. New York: Routledge.

Course Requirements

1) Class participation (50 points):

The majority of the work in this class will be done within the classroom. This will come in two forms:

- 1) Discussions of therapeutic topics in the whole class.
- 2) Participation of each student as a therapist in the whole class or small group setting.

Because of this setting it is important that all students have an open, safe and welcoming environment in which to both work as therapist in front of others and share their thoughts with the class. At any time in the course of the semester please inform me of any actions I can take as the instructor to create this setting for you. Each person has their own, unique needs, and I will do my best to accommodate these for each person.

2) Reflective Paper Due 6/15 (10 points):

Select one person from the site *7 Billion Others*

<http://www.7billionothers.org/testimonies> Listen to their answers to the questions

presented. I recommend choosing someone who has at least 6 responses to questions in their portrait in order to get a fuller picture of their experiences.

Write a 5-page paper including:

- Your experience of and reactions to hearing the person's story. What elements of their story resonated most strongly with you?
- What cultural differences were clear to you?
- What cultural elements would you want to know more about and how might you ask them of this person?
- If this person were your client, what aspects of their life story would you most want to learn more about in order to better understand them?
- 3 follow-up questions you would ask them that would help you understand their worldview (phenomenology) more deeply.

3) Reflective Paper, Due 7/6 (10 points):

Write a 5-page paper on the intersection of three elements: Your motivation for becoming a counselor, what you may or may not incorporate into your work from the Atwood text, and any class experiences you may or may not incorporate into your clinical work.

4) Videotaped session and reflective paper, Due 7/27 (30 points).

Working with another student in the class, conduct and record a therapy session of at least 20 minutes duration. Submit a clip (or the whole session if 20 minutes long) along with a reflective paper. Include in the paper the following elements:

- Your experience as the therapist
- Your thoughts and feelings as the session progressed
- Your understanding of the needs (particularly any thoughts of the unmet needs) of the client.
- What elements of the work you would want to follow up on in future sessions
- A (very) brief treatment plan including: presenting problem, short and long-term goals, and interventions
- Any elements of the Atwood text that stood out for you in the context of this session.

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

(http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) 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).

Special Accommodations: Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services as indicated by the Americans with Disabilities Act. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

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. You can call, email or text.

More than one absence a semester could result in a failure to complete the class.

Late to class: More than 20 minutes may require make-up work at the discretion of the professor.

Course Calendar

- 5/11/16 Introduction. Class orientation. Field theory. Introduction to live work.
- 5/18/16 Phenomenology. Gestalt therapy orientation.
- 5/25/16 Relationship/Dialogue. Atwood p. 1-36
- 6/1/16 The role of the therapist. Atwood p. 57-88
- 6/8/16 Depression: Atwood p. 161-175
- 6/15/16 Posttraumatic stress/Anxiety/Panic: Atwood p. 107-132 [Assignment #2, Reflective paper due.](#)
- 6/22/16 Suicide interventions & Safety planning. Self harm. Crisis interventions. Atwood p. 133-160
- 6/29/16 Addictions. Motivational Interviewing.
- 7/6/13 Schizophrenia and Delusions. Atwood p. 37-56 & 89-105 [Assignment #3, Reflective paper due](#)
(Change 6/1: Christine Howard guest speaker on EFT and couples therapy 5:30 class)
- 7/13/16 Couples therapy
- 7/20/16 No Class. Open time for final assignment (or leisure, your choice).
- 7/27/16 Follow up/unaddressed subjects. [Assignment #4, Video and Paper due.](#)
(Change 6/1) Christine Howard guest speaker on EFT and couples therapy. 1:00 class
- 8/3/16 Ending the relationship with a patient.

Lewis & Clark College
Professional Mental Health Counseling Program
MHC 524
Counseling and Interventions with Adults
Syllabus Cover Sheet

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

- 1j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- 3f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- 5g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies
- 8e. the use of research to inform evidence-based practice;

Clinical Mental Health Standards (CACREP 2009 Standards)

- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)
- A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (2001-b1)
- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- C3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
- C5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
- C7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
- C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

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, | Early program | Demonstrates excellent understanding | Demonstrates adequate understanding | Demonstrates emerging understanding | Fails to gather client data, | MHC 524: Final grade AND Best | First year portfolio/advisor review; |

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|--|--|---|-------------------------------------|------------------------------------|--|---|--|
| conceptualize and develop a treatment plan | | g of conceptualizing and developing a tx plan | ng of conceptualization/tx planning | g of conceptualization/tx planning | conceptualize and develop a treatment plan | Practices paper uploaded to Taskstream with 80% minimum grade | referral to Benchmark Review Committee Assessment note: Best practices paper is a group project and should not be only consideration in student evaluation |
|--|--|---|-------------------------------------|------------------------------------|--|---|--|