

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
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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	X
Off-Campus / Field Visit	
Other:	

Lewis & Clark College
Professional Mental Health Counseling
MHC 524 Counseling and Interventions with Adults

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Required Texts:

Erford, B.T. (2019) *45 Techniques Every Counselor Should Know*. New York, NY: Pearson Education Inc. (3d Edition)

Sullivan, B.S. (1989) *Psychotherapy Grounded in the Feminine Principle*. Wilmette, Illinois: Chiron Publications.

Wallin, D. (2007) *Attachment in Psychotherapy*. New York, NY: The Guilford Press.

Links to additional required reading will be posted to Moodle

Catalog Description/Course 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.

Student Learning Outcomes:

Student will:

- 1) Demonstrate an understanding of the foundations of the counseling relationship
- 2) Demonstrate an understanding of case assessment, case conceptualization, treatment planning and interventions from an integrative and contextual therapeutic framework
- 3) Demonstrate an understanding of contemporary attachment theory and its implications on adult development and clinical practice
- 4) Demonstrate an understanding of the theoretical underpinnings of various techniques and interventions
- 5) Demonstrate an understanding of the varied and nuanced ways of knowing and listening

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 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.

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).

Course Requirements:

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.

Class Participation: (25%) This includes engagement in the reading-discussion groups, participation in in-class discussions, participation in and completion of in-class assignments, dyads and experiential activities.

Reflection Paper 1: (10%) Research shows that it's the quality of the relationship, rather than therapeutic orientation and technique, that impacts treatment efficacy. This paper is an opportunity to reflect on aspects of yourself that will likely contribute to the therapeutic interaction you have with clients. *Minimum length is 4 pages double spaced - APA format and citations are not required.* Please touch on each of the following questions:

- What is your current assessment of your personal strengths as a therapist? Where might you struggle? How can you use this self-awareness to grow as a clinician?
- What might come up for you emotionally in the encounter with the client?
- What is your relationship to emotional proximity with others?

Reading Reflection Paper 2: (25%) Write a reading reflection paper on *Psychotherapy Grounded in the Feminine Principle*. *Minimum length is 5 pages double spaced - APA format and a minimum of 5 citations required.* Along with your general reflections on the book's contents, please be sure to touch on the following questions:

- What is the healing agent of psychotherapy according to Sullivan?
- How does the book challenge or support your assumptions and ideas about the therapeutic process?
- Is Sullivan's theory a Critical one?

Final Term Paper: (40%) The final paper is an amalgamation of the work you've been doing with your client over the course of the class.

The first section will include an initial assessment (based off your intake), case conceptualization and treatment goals (based on your overall view of the client, client's stated goals, insight gleaned from sessions conducted, and the adult attachment interview), and, finally, a DSM diagnosis.

The second section will include three treatment interventions you'd propose to use with the client over the course of treatment. Explain the objective of each intervention and how it ties back to your conceptualization of the client and treatment goals. The interventions can be ones we discussed in class, ones of your own choosing, or a combination, but please include an explanation of each intervention's theoretical origin and how that theory fits your understanding of the client.

The third section is a self-reflective discussion on any countertransference that came up in your meetings with the client, what you noticed about yourself as a therapist, where you struggled, where you'd like to improve, and what strengths you'd like to build on, and any other important learnings. Please include reflections on multiple sessions.

Minimum length is 8 pages double spaced - APA format required.

Section I:

- a) Intake and Assessment
- b) Case Conceptualization
- c) Treatment Goals
- d) Diagnosis

Section II:

- a) Interventions
- b) Theoretical Origins

Section III:

- a) Reflections on Sessions

Proposed Course Calendar:

(See Moodle Page for Assigned Readings and Assignment Due Dates. Check Moodle Page each Thursday for updates to weekly readings.)

5/8

Introductions and Expectations

5/15

Foundations of Counseling: Part I

5/22

Foundations of Counseling: Part II

5/29

Working with Attachment in Counseling: Part I

6/5

Working with Attachment in Counseling: Part II

6/12

Case Conceptualization and Underlying Issues

6/19

Counseling in Crisis

6/26

Working with Trauma and Dissociative Disorders

7/3

Working with Anxiety and Adjustment Disorders

7/10

Working with Mood Disorders

7/17

Working with Relationship Issues

7/24

Working with Substance Use Disorders

7/31

How to Say Goodbye