

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 524-11
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.

Methods of Instruction for this Course

Method	Mark All That Apply:
Lecture	x
Small Group Discussion	x
Large Group Discussion	x
Course Readings	x
Group Presentation	x
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	

MHC 524-11: Counseling and Interventions with Adults (Summer 2023)

Renee Fitzpatrick, LMHC, LPC, CST

Licensed Professional Counselor

Adjunct Professor of Counseling Psychology

Pronouns: She/Her/Hers

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Email: reneefitzpatrick@lclark.edu

Office Hours: By Appointment Only (Virtual)

Course Information

Dates: Wednesday (5/10/2023 — 8/2/2023)

Time: 9:00 AM — 12:30 PM

Location: York Graduate Center (Rm 115)

Credits: 3

Credit Hour Breakdown: 45 Contact Hours

Prerequisites for Students:

- **Professional Mental Health Counseling (including Specialization in Addictions):** MHCA-502/503, MHC-506, MHC-513, and MHC-550.

Course Reading (Required):

- **Emotion Regulation in Psychotherapy: A Practitioner's Guide.**
Leah, R, Tirch, D., & Napolitano, L. (2011). Guilford Press. ISBN: 978-1609184834.
- **Constructive Psychotherapy: Theory and Practice.**
Mahoney, M. (2003). Guilford Press. ISBN: 978-1593852344.
- **Supplementary Weekly Readings uploaded to Moodle.**

Course Catalog 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.

Course Objectives

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.

Course Guidelines

Email Policy

I try my best to respond to emails from students within one business day. I encourage you to reach out at any time, and I will respond as my schedule allows.

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.”

Participation: Your attendance and participation are essential for the structure and integrity of this course.

I expect the students joining this course to fully participate throughout our time together. This will not only enrich your learning, but the learning of your classmates as well. Classroom participation helps you to complete your assignments, and demonstrates respect to classmates, the instructor, and classroom guests. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen your understanding of work with group counseling and integrate course material with your own personal and professional experience.

Late Assignment Policy: Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

Classroom and Professional Values

Safety and respect are prioritized in our classroom space. All students will need to work together with me and with one another to uphold the inherent right of each student to feel safe and to be respected. Our interactions will challenge you to practice self-awareness, practice cultural humility, honor the diverse nature of the classroom community, and consider ethical principles. Students will have the opportunity to respectfully and earnestly learn how to recognize, name and begin to challenge systems of power and oppression that replicate themselves in the counseling field, within the therapeutic alliance, and within relationship-systems themselves. Please be aware that your classmates may have marginalized identities, and they are not enrolled in this course to experience further marginalization. If a classmate requests that you, or we as a group, use or not use specific terms to describe them or their family, please respect this.

Confidentiality and Ethical Guidelines

“It is expected that students will follow the ethical guidelines as defined by the [American Counselors Associations \(ACA\)](#). Guidelines, parameters, and boundaries are implemented into assignments and class discussions, and it is expected that anything presented by students during class presentations, assignments and discussions will remain confidential. Failure to follow these guidelines may result in failure of the class. Some of our topics may bring up personal opinions on politics, religion, bodies, gender, and more. Your final course grade will also be determined by how you conduct yourself in class, how you engage with others, and how you manage challenges.”

Students with Disabilities Policy

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College’s responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the **Student Support Services Office**. 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.

Please see the Student Support Services website for more information: lclark.edu/offices/student-accessibility/

Office of Student Accessibility
Albany Quadrangle (Room 206)
615 S Palatine Hill Rd, MSC 112
Portland, OR 97219

Email: access@lclark.edu
Ph: (503) 768-7192 (Voice)
Fax: (503) 768-7197

Lewis & Clark Graduate School Essential Policies

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for Professional Student Conduct and Academic Integrity: go.lclark.edu/gsec-conduct
- Sexual Misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor (myself) for clarification.

Lewis & Clark COVID-19 Response

“Lewis & Clark is committed to providing in-person education and support to students in a close-knit campus community. We are also committed to the health of our community, and will take necessary steps to promote public health and protect members of our community whenever possible. Although no college campus can guarantee a COVID-free environment, we can greatly minimize the risks of COVID with appropriate mitigation measures, such as widespread vaccination. Our approach to COVID is based on [Centers for Disease Control \(CDC\)](http://Centers for Disease Control (CDC)) guidance to colleges and universities, as well as guidance from the Oregon Health Authority and county public health officials. As the pandemic continues to evolve, and relevant guidance changes, we will update these policies and provide necessary information to the campus community.”

Lewis & Clark guidelines up-to-date details about our COVID-19 response: lclark.edu/news/covid-19-response

Course COVID-19 Policy: To better protect both the instructor (myself) and the students in the classroom during class time, the students, instructors and guests present in the classroom will be required to wear masks. Due to this protective guideline, students are free to take a brief break from the room if they wish to remove their mask temporarily. If you are exempt from wearing a mask, please discuss this with the instructor (myself) further before the course begins

Course Assignments (300 Points)

Point Breakdown

Class Attendance & Participation	100
Video Assignment	30
Group Presentation Assignment	70
Treatment Research Assignment	100
Total	300

Grade Distribution

279 — 300	A
270 — 278	A-
261 — 269	B+
249 — 260	B
240 — 248	B-
228 — 239	C+
< 228	C

Assignment Format: All written assignments must be: **Double-Spaced** and in **Size 12 Times New Roman** font. Assignments including citations should be formatted to **APA Standards**.

Assignment Submission: All presentations and written assignments must be submitted through **Moodle**.

Late Assignment Policy: Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

Course Assignment Descriptions

Attendance & Participation (100 Points)

Your attendance and participation is essential for the structure and integrity of this course. 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.

Make-Up Paper (Optional): If circumstances arise that stop you from attending more than 4.5 hours of class, please let me know by phone or email as soon as possible. In order to make up any missed class time past the permitted 4.5 hours, you will be asked to interview two classmates on what happened during class and write a 1-page reflection paper.

Due Date: To Be Determined with Instructor.

Counseling Session Demonstration Video Assignment (30 Points)

You will be responsible for watching in their entirety, two instructional counseling videos of your choosing. Please access these videos either in [PsychTherapy](#) or [Kanopy](#). You decide which video to watch. Videos vary in terms of theoretical approach, issue addressed, and population served. Both videos need to be different in at least two of these three domains. You will write response paper for each video that addresses the following questions:

1. What was the approach used? Who was the counselor? Who was the client?
2. What were examples of interventions used in session that were congruent with theory?
3. Pick an intervention used in session to describe the interaction between counselor and client before, during, and after the intervention was implemented. How do you think this went? What would you have done differently, if anything?
4. What is one strength and one limitation to this approach to counseling based on what you observed? What was your overall impression of the video?

Length of Paper: 1 to 2 pages per reflection

Due Date: Wednesday, June 14th, 2023 at 11:59PM

Group Presentation Assignment (70 Points)

You will be assigned a group and choose a special topic (with approval from the instructor). Your group then will work together to create a presentation (60 — 75 minutes) on your assigned special topic to your classmates. Your presentation should be based on reputable sources (books, peer-reviewed articles, interviews, podcast episodes, videos, etc.). You are still expected to engage and participate sincerely in other presentations through reading and discussion. Your presentation and class discussion can be done via PowerPoint, roundtable discussion, or another creative format, and should include the following: Key concepts, ongoing considerations and implications for counseling adults, and your own personal reflections.

Due Date: To Be Determined with Instructor.

Intervention/Treatment Modality Research Assignment (100 Points)

Effective counselors select treatments that have a coherent theoretical intention and ideally have research supporting its outcomes. Additionally, counselors should understand mental health-related science and research to be able to discern current trends, evidence-based practices, and clinical considerations. Students will be evaluated based on the following:

1. Technical writing (APA formatting).
2. Articulation of understanding of the clinical approach, its origins, assumptions and research.
3. Articulation of strengths and limitations of the approach.

Example Topics for Professional Counseling Approaches:

- Acceptance and Commitment Therapy for Anxiety/Depression
- Acceptance and Commitment Therapy for Pain Management
- Applied Suicide Intervention and Skills Training
- Behavioral Activation for Depression
- Cognitive Processing Therapy for Trauma
- Cognitive Behavioral Therapy for Anxiety/Depression
- Cognitive Behavioral Therapy for Insomnia
- Dialectical Behavior Therapy for Eating Disorders
- Dialectical Behavior Therapy for Borderline Personality Disorder
- Dialectical Behavior Therapy for Substance Use Disorders
- Emotionally-Focused Couples Therapy
- Emotionally-Focused Individual Therapy for Depression
- Exposure & Response Prevention for Obsessive-Compulsive Disorder
- Eye Movement Desensitization and Reprocessing for Trauma
- Fairburn's Transdiagnostic Treatment for Eating Disorders
- Gottman Method for Couples Therapy
- Interpersonal Therapy for Depression
- Mindfulness-Based Cognitive Therapy for Depression
- Motivational Interviewing for Substance Use Disorders
- Motivational Interviewing or Health-Related Behaviors
- Narrative Therapy for Adult Clients
- Prolonged Exposure for Anxiety Disorders
- Relational-Cultural Therapy
- Schema Therapy for Anxiety/Depression
- Schema Therapy for Personality/Pervasive Characterological Concerns
- Seeking Safety for Co-Occurring Trauma and Substance Use Disorders
- Solution-Focused Brief Therapy
- Time-Limited Dynamic Psychotherapy

Length of Paper: 8 to 10 pages

Due Date: Wednesday, July 19th, 2023 at 11:59PM

Grading Rubric

Attendance & Participation	Possible Points
Demonstrates prompt and dependable presence in the class.	20
Prepares for class through completing assigned readings and reflecting on their application to personal practice.	20
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in clinical practice.	20
Contributes to the development of other class members and the group as a whole.	20
Helps to create an atmosphere of safety and mutual respect among all class members.	20
Total	100
Counseling Session Demonstration Video Assignment	Possible Points
Completes response paper (#1) as outlined in the course assignment section of the syllabus.	15
Completes response paper (#2) as outlined in the course assignment section of the syllabus.	15
Total	30
Group Presentation Assignment	Possible Points
Collaborates sincerely and equitably with other group members in the creation and completion of the group presentation.	30
Completes the presentation as outlined in the course assignment section of the syllabus.	30
Engages and participates sincerely in other presentations through reading and discussion.	10
Total	70
Intervention/Treatment Modality Research Assignment	Possible Points
Completes the assignment, in APA Formatting, as outlined in the course assignment section of the syllabus.	30
Articulates understanding of the chosen clinical approach, its origins, assumptions and research.	35
Articulates the strengths and limitations of the chosen approach.	35
Total	100

Course Schedule

Week	Topic	Readings Due	Assignments Due
May 10th	Introductions Course & Syllabus Review Group Assignments	Syllabus	
May 17th	Foundations of Adult Counseling Practice Understanding Context & Environment	Emotion Regulation: Chapters 1, 2 & 3 Constructive Psych: Chapters 1, 2 & 11	
May 24th	Case Conceptualization & Treatment Planning: Common Goals & Objectives	Emotion Regulation: Chapters 5, 6, & 8 Constructive Psych: Chapters 3, 4, & 5	
May 31st	Case Conceptualization & Treatment Planning: Common Interventions with Counseling Adults Common Challenges with Counseling Adults	Emotion Regulation: Chapters 9 & 10 Constructive Psych: Chapter 7, 8, & 10	
June 7th	Working with Intra- & Interpersonal Concerns Group Presentation	Emotion Regulation: Chapter 4 Constructive Psych: Chapters 6 & 9	
June 14th	Counseling to Stabilize (Crisis Response)	Moodle Readings	Video Assignment
June 21st	Working with Mood Disorders Group Presentation	Moodle Readings	
June 28th	Working with Anxiety & OCD Disorders Group Presentation	Moodle Readings	
July 12th	Working with Severe & Persistent Mental Illness Group Presentation	CBT for Psychosis: Chapters 1, 2, 3, 4 & 5	
July 19th	Working with Traumatic Stress Disorders	Moodle Readings	Research Assignment
July 26th	Working with Body Image & Eating Disorders	Moodle Readings	
August 2nd	Ethical Dilemmas & Considerations Course Wrap-Up Discussion	Moodle Readings	