

**Lewis & Clark College**  
**Graduate School of Education & Counseling**  
**Professional Mental Health Counseling &**  
**Professional Mental Health Counseling – Specialization in Addictions**

**MHC524 Interventions with Adults | Syllabus Cover Sheet**

**Required Course Objectives**

**Professional Identity Standards (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

Instruction Methods	
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	
Off-Campus/Field Visit	
Other:	

## Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirement/expectation**. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up in Taskstream and the instructor provides rating for assignment. See syllabus for details.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate (F)	As evidenced by:
<b>Program objective 4 of 6</b>					
Understands and applies interventions	Demonstrates strong understanding of interventions and evidence-based practices with adults. Course grade of A and 90% or higher on best practice paper.	Demonstrates adequate understanding of interventions and evidence-based practices with adults. Course grade of B and 80% or higher on best practice paper.	Demonstrates in adequate understanding of interventions and evidence-based practices with adults. Course grade of C and below.		Final grade and minimum 80% grade on intervention modality paper.
<b>Program objective 5 of 6</b>					
Able to gather client data, conceptualize, and develop a treatment plan	Demonstrates excellent understanding of conceptualizing and developing a treatment plan.	Demonstrates adequate understanding of conceptualizing and developing a treatment plan.	Demonstrates emerging understanding of conceptualizing and developing a treatment plan.	Fails to gather client data, conceptualize, and develop a treatment plan	Final grade and minimum 80% grade on intervention modality paper.

**Lewis & Clark College**  
**Graduate School of Education & Counseling**

**MHC 524-12 Interventions with Adults**

Wednesdays, 5.10-8.2 | 9am-12:30pm | York 116

Credit: 3 semester hours

Kate Madden, MA, LPC, NCC

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(Business cell number, email is preferred  
to schedule meetings)

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**Course 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. (CACREP 5j , C2b, 8b,C3b – covered in multiple weeks/topics in schedule)

**Required Texts:**

Leah, R. L., Tirch, D., & Napolitano, L. A. (2011). *Emotion regulation in psychotherapy: A practitioner's guide*. Guilford.

Mahoney, M. (2003). *Constructive psychotherapy: Theory and practice*. Guilford.

**Supplemental Texts:**

American Counseling Association (2014). *ACA code of ethics*. American Counseling Association.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. American Psychiatric Association.

**Other Readings**

***Required Readings (All copies can be found on Moodle):***

Each week there will be both text and electronic readings due. Please read the materials ahead of the class and come prepared to discuss them.

***Recommended Readings:***

My teaching style is rooted in responding to the needs of the class. This means adapting to the questions, conversations, and processes that develop in real-time. There may be other readings or learning materials assigned as themes emerge or events unfold. On Moodle, there are also suggested readings and additional resources. They are marked as additional materials and are not required for the course.

**Class Objectives**

1. Demonstrate ability to gather client data, conceptualize, and develop general 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/diagnosis-specific factors.

## Course Expectations

### Departmental Attendance Policy:

Class attendance is expected and required. **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), or 3.0 hours for a 30-hour class (2 credits). In cases of extreme hardship, a grade of incomplete may be given for an assignment or the entire course, at the discretion of the instructor. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

### General 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. In addition, this course will follow the [COVID-19 safety protocols](#) as established by the college.

### 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). This contact is the necessary first step for receiving appropriate accommodations and support services. After you have submitted documentation and filled out paperwork for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Please discuss with me which accommodations will best support your learning in this class.

### Attendance:

If you need to miss a class, **email me prior to the class.** One absence is allowed with prior notification, in accordance with department policy. Two absences may result in a failing grade for the course. You may be assigned additional work for an excused absence. **Class starts at 9am; please be on time and ready to participate.**

### Participation:

**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 covered in class. It is also expected that students have done the assigned readings prior to that class meeting. Participation will be evaluated on your active engagement and the quality of your contributions to class and group discussions.

### Devices:

All electronic devices are to be turned off, silenced, and out of sight during class unless explicitly needed for a class activity. You will have an opportunity to check your devices during breaks.

### Assignment Evaluation:

Your work will be evaluated on depth, effort, professional quality, completeness, and timeliness. Please take advantage of electronic tools to check spelling and grammar, but don't underestimate the value of a final proofreading! Punctuation is also important and may alter the meaning or interpretation of your work if not used appropriately. Citations should be in APA format, following the styles indicated in APA's *Publication Manual, 7th Edition*. Late assignments will be accepted with prior approval; however, your assignment grade will be lowered at the rate of one letter grade per day for late assignments.

## MHC 524 Interventions with Adults Summer 2023

### Assignment Submission:

All assignments will be submitted through Moodle unless indicated on the assignment sheet. Please name your files using the following convention:

**FirstInitialLastName\_AssignmentTitle.pdf**

So, if Jax Smith was submitting the Intervention Research Paper, they would submit a file named:

**JSmith\_InterventionResearch.pdf**

### Professionalism:

As a future professional counselor, you are expected to maintain a capacity for openness to points of view, theories, experiences, and perspectives that are different from your own and to demonstrate the ability to engage in thoughtful, open dialogue with people who carry or hold other perspectives. You are expected to behave in ways that show respect for the other person and their point of view. You will work to understand other perspectives and demonstrate the ability to balance your own worldviews and judgements with accountability to professional knowledge and behavior.

**Grading:** This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the [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).

### Grading Criteria

### Points Breakdown

A	94%-100%	Case Conceptualization	60 points
A-	90-93%	Intervention/Modality Research Paper	100 points
B+	87-89%	Weekly Reflections	20 points
B	83-86%	Attendance & Participation	20 points
B-	80-82%		
C+	77-79%		
C	74-76%		
F	73% or below		
		TOTAL	200 points

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## Weekly Reflections

**(20 pts)**

Students will be asked to turn in 10 reading reflection papers throughout the course. Reflections are intended to demonstrate understanding of and response to the week's content. There are 11 total classes with required reading assignments—meaning **you may skip a reading reflection once in the semester**. The reading reflection is a **maximum** one-page summary of the readings assigned for that week.

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## Class Participation & Discussion

**(20 pts)**

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 discussing the topics covered in class. It is also expected that students have done the assigned readings prior to that class meeting. Students are allowed one excused absence. Further absences will result in a loss of attendance points for the course.

## Case Conceptualization Paper

Due 6/14 (60 pts)

In this assignment, students will be presented with a clinical vignette. You will be responsible to provide a case conceptualization informed by your (current) theoretical orientation. It is essential, as a counselor, to have a strong theoretical underpinning to your clinical work. Theory—when integrated with the contexts of a client’s circumstances, identity, and resources—helps guide treatment and interventions in a meaningful manner.

Additionally, you will be required to include a multicultural orientation that incorporates culture, systems, contextual factors, and broader ecological factors when developing a treatment approach. Students will write a **3-5 page paper** for this assignment.

Students will be graded on the:

- Clarity of theoretical position
- Depth of thought regarding the client concerns, identities, and contexts
- Clinical intentionality in envisioning treatment

## Intervention/Modality Research Paper

Due 7/12 (100 pts)

Effective counselors select treatments that demonstrate coherent theoretical intention and, ideally, have research supporting intervention outcomes. Additionally, counselors need to be able to understand science and research to evaluate trends, evidence-based practices, and emerging clinical considerations. You will write an **8-10 page paper (APA style)** on a treatment intervention selected from the list below.

Acceptance and Commitment Therapy (ACT) for Anxiety/Depression	DBT for Borderline Personality Disorder	Motivational Interviewing (MI) for Substance Use Disorders
ACT for Pain	DBT for Substance Use Disorders	MI for health-related behaviors
Applied Suicide Intervention and Skills Training	Emotionally Focused Couples Therapy	Narrative Therapy for Adult Clients
Behavioral Activation (BA) for depression	Emotion Focused Therapy for Depression	Prolonged Exposure for Anxiety
Cognitive Processing Therapy (CPT) for trauma	Exposure Therapy (ET) for Anxiety	Relational Cultural Therapy
Cognitive Behavioral Therapy (CBT) for anxiety/depression	Eye Movement Desensitization and Reprocessing (EMDR) for Trauma	Schema Therapy for Anxiety/Depression
CBT for Eating Disorders (Fairburn’s Transdiagnostic Treatment)	Gottman Method for Couples Therapy	Schema Therapy for Personality/Pervasive Characterological Concerns
CBT for insomnia	Interpersonal Therapy for Depression	Seeking Safety for Co-morbid Trauma and Substance Use/Process Addiction Concerns
Dialectical Behavior Therapy (DBT) for Eating Disorders	Internal Family Systems (IFS) for Trauma	Solution-Focused Brief Therapy
	Mindfulness-Based Cognitive Therapy for Depression	Time Limited Dynamic Psychotherapy

Students will be graded on:

- Clarity of technical writing (20 points)
- Demonstrated understanding of the clinical approach, its origins, assumptions, and research findings (40 pts)
- Articulation of strengths and limitations of the approach (40 pts)

## Course Schedule

This is a preliminary schedule. Our schedule will remain flexible and this page will be updated on Moodle as needed.

Week	Date	In Class Topics & Activities	Readings for the Next Class
1	5/10/22	Introduction to the course	Mahoney Ch 1-2 Leahy et al. Ch 1 & 3
2	5/17/22	Setting the counseling frame, initial assessment	Mahoney Ch 3 Boyd-Franklin et al. Ch 2
3	5/24/22	Problem identification & case conceptualization	<i>A Therapist Can't Say That</i> Podcast Episodes (2)
4	5/31/22	Counselor identity and the "good" therapist	Mahoney Ch 4 Leahy et al. Ch 10 Schneidman Ch 5
5	6/7/22	Crisis counseling, risk assessment, interventions on suicidality	Leahy et al. Ch 5 Briere & Scott, Ch 4 Najavits, Grounding Handout
6	6/14/22	Working with trauma	Mahoney Ch 9 Leahy et al. Ch 4 Abramowitz et al. Ch 4 & 5 <b>Case Conceptualization Due</b>
7	6/21/22	Working with anxiety & obsessive-compulsive concerns	Mahoney Ch 10 Leahy et al. Ch 9 Barlow, Ch 5
8	6/28/22	Working with mood concerns	Mahoney Ch 7 Leahy et al. Ch 7 Leahy et al. Ch 8 Reichenberg & Seligman Ch 19 Teyber Ch 7 & 9
9	7/5/22	Working with complex interpersonal concerns	Leahy et al. Ch 8 Mahoney Ch 8 Laska et al. article Ecker & Hulley Ch 1 & 5
10	7/12/22	Working integratively	Mahoney Ch 10 Wachtel Ch 8 & 9 <b>Research Paper Due</b>
11	7/19/22	Working with transference, countertransference, and defenses	Mahoney Ch 11 Owens et al. article Shaw article Ratts & Pederson Ch 7
12	7/26/22	Situating counseling in broader contexts	
13	8/2/22	Summary, closure, evaluations	