

CLC 7787-AS TREATMENT OF MOOD & ANXIETY DISORDERS
Ashland Theological Seminary
Summer, 2017

Ashland Campus
Tuesdays 8:30am – 4:15pm

Tony Donofrio, Ph.D., LPC

Office: (419) 289-5180
e-mail: adonofri@ashland.edu
webpages Personal Page: <https://tdonofrio.weebly.com>
BlackBoard: <https://ashland.blackboard.com>
FAX: (419) 289-5650

COURSE DESCRIPTION

This course focuses on the theory, research, and counseling interventions related to the treatment of mood and anxiety disorders (and related conditions). Special attention is given to the DSM-5 classifications and cognitive behavioral interventions.

STUDENT LEARNING OUTCOMES

As a result of this course, students will be able to apply empirically supported treatment strategies in the treatment of Mood and Anxiety disorders.

Professional Skills Objective #2 (*Students will demonstrate the ability to apply effective strategies for treatment, planning and intervention in counseling*)

- a. Students will articulate an understanding of theories, principles, and research about mood and anxiety disorders.
- b. Students will demonstrate the ability to accurately identify mood and anxiety syndrome clusters as defined in the DSM-5 classification system.
- c. Students will demonstrate application of Cognitive Behavioral interventions as applied to treatment of mood and anxiety disorders.
- d. Students will demonstrate familiarity with the major classes of psychotropic medications and their application in the treatment of mood and anxiety disorders.
- e. Students will exhibit ethical standards and integrity in treatment decision-making as applied to clients suffering from mood and anxiety disorders.

CACREP CMHC Standards Met in this Course Include:

2.F.5.j – Knowledge and skills related to “*evidence-based counseling strategies and techniques* for prevention and intervention.”

5.C.1.c – Demonstrate knowledge of “*principles*, models, and documentation formats of *biopsychosocial case conceptualization* and treatment planning.”

5.C.2.b – Demonstrate knowledge and skills related to “the etiology, nomenclature, *treatment*, referral, and prevention of mental and emotional disorders.”

5.C.2.g – Demonstrate knowledge and skills related to the “impact of biological and neurological mechanisms on mental health.”

5.C.2.h – Demonstrate knowledge and skills related to the “*classification, indications, and contraindications of commonly prescribed psychopharmacological medications* for appropriate medical referral and consultation.”

5.C.3.b – Demonstrate knowledge and skills of “*techniques and interventions for prevention and treatment* of a broad range of mental health issues.”

TEACHING STRATEGIES FOR STUDENT LEARNING

This course will utilize a variety of learning approaches including, but not limited to, lecture (utilizing PowerPoint), small group discussion, multimedia presentations, reflection, case conceptualization, treatment planning, and assignments designed to help students foster critical thinking skills.

COURSE REQUIREMENTS

REQUIRED TEXTS

Leahy, R. L. (Ed.). (2006). *Contemporary Cognitive Therapy: Theory, Research, and Practice*. New York, NY: The Guilford Press.

ISBN: 978-1-59385-343-3

Leahy, R., Holland, S., & McGinn (2012). *Treatment Plans and Interventions for Depression and Anxiety Disorders*. (2nd Ed.). New York, NY: Guilford Press.

ISBN 978-1-60918-649-4

Lichtblau, L. (2010). *Psychopharmacology demystified*. Belmont, CA: Wadsworth, Cengage Learning.

ISBN 9781435427877

Textbook Policy - Students are responsible for obtaining copies of all textbooks by the first session of the scheduled class (unless otherwise indicated). Books may be obtained at the Seminary Bookstore. It is **strongly** recommended that students reserve (or

otherwise secure) a copy of all textbooks prior to the beginning of class. The ATS Bookstore can be contacted directly at (419) 289-5861; alternatively, students may purchase or order textbooks through the Ashland University's Bookstore website: <http://www.ashlandbookstore.com/>

Reserved books may be either shipped to the student or the student may pick up his/her books at the bookstore. As with any university, books are sold on a "first-come, first served" basis. Students waiting too long to obtain their books (e.g. the final week before classes commence) may find the bookstore sold out. **Students making alternate arrangements are especially advised to make these arrangements well in advance to ensure that textbooks are available by the first day of class.**

ADDITIONAL REQUIRED READING

Additional articles or book chapters (beyond the required textbooks) will be assigned; these resources will be available, via electronic access, on the Blackboard Learn website.

ATTENDANCE

This course is scheduled to meet Tuesdays, 8:30am – 4:15pm, on June 27, July 11, 18, 25, August 1, 8 (***Please note there will be no class the week of July 4***). Class attendance and participation are expected; classroom dialogue, group activities, and student-initiated questions are vital parts of the learning process. Missed classes *can be expected* to disrupt the learning process and are very likely to interfere with performing adequately on class requirements (ultimately impacting the student's grade). Ashland Theological Seminary's Student Handbook policy on attendance will be observed. Please note this policy's stance on missed classes: "Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor." It is the student's responsibility to acquire missed lecture materials and/or handouts from other students. ***This policy also includes tardiness.***

ASSIGNMENTS/ASSESSMENT OF STUDENT LEARNING

- (1) **Exams (SLO 2a, 2c, 2d, 2e)** - Two exams will be administered throughout the term: one at the midpoint, and the other at the conclusion. Each exam will cover a specified content domain derived from the texts, lecture content, and any additional articles. Exams will be worth approximately 75 points each, and may consist of T/F, multiple choice, and short answer items; some may also contain brief case vignettes. Exams will be administered in a take-home format. (Approximately 65% of total course grade).
- (2) **Case Vignettes (SLO 2a, 2b, 2c, 2d, 2e)** - There will be three case vignettes completed throughout the summer term; each will be made available at least one week prior to the due date. Students will be asked to provide a diagnosis, and initial treatment

plan, including identified goals, potential interventions to be used, and suggested appropriate outcome assessment methods. Specific guidelines will be provided in class. (Approximately 26% of total grade)

- (3) **Application (SLO 2c)** - As students become familiar with many of the specific cognitive-behavioral or behavioral interventions discussed in the course (lecture and/or texts), they will be required to select a technique (e.g., maintaining a thought record, employing the “What If” technique, etc.) and **personally** utilize this “intervention” for one week. **Please note**, this techniques is not to be used with any client(s) the student may be working with, rather the technique is to be practiced solely by the student as a means of gaining direct, phenomenological experience. After the experience, students will submit a 3-4 page reflection paper describing: **(1)** which technique was selected (including a brief description of what it is), **(2)** how the technique was executed (how it was practically employed and/or adapted), **(3)** what thoughts and feelings were generated throughout the experience, and **(4)** whether the intervention was effective (or ineffective) and considered useful (i.e., do you envision this being a technique you see valuable enough to utilize in the future treatment of clients). The reflection paper will be worth 20 points. (Approximately 9% of total grade)

CALCULATION OF GRADE

The following points and distribution will be used in the calculation of the student’s final grade:

Assignment	Student Learning Outcomes: PKO; PSO; PAO	CACREP Standards	Point value	Percentage
Examinations	2a, 2c, 2d, 2e	2.F.5.j, 5.C.1.c, 5.C.2.b, 5.C.2.g, 5.2.C.h, 5.C.3.b	150	~ 65%
Vignettes	2a, 2b, 2b, 2e	2.F.5.j, 5.C.1.c, 5.C.2.b, 5.C.3.b	60	~ 26%
Application paper	2a, 2c, 2e	2.F.5.j, 5.C.2.b, 5.C.3.b	20	~ 9%
Total			230	

SPECIAL NOTES ON GRADING

1. Incompletes and Extensions will be granted for emergencies only.
2. The student is responsible for reading and meeting the requirements of this syllabus. See the professor if in doubt.
3. All materials generated by the student are expected to demonstrate professionalism. Materials of poor quality are unacceptable and may be returned to students for resubmission and/or result in a lowering of the student’s grade.

4. Any *assignments* submitted late will be subject to a grade reduction; no exams, however, will be accepted late. For materials turned in within one week of the due date a 15% reduction will be taken; assignments turned in beyond one week of the due date will not be accepted. Please note that allowances will be made for students experiencing unforeseen hardships (e.g., sickness, family death, etc.). No late assignments will be accepted after the final class has convened.

COURSE SCHEDULE

WEEK	IMPORTANT DATES	LECTURE TOPIC	ASSIGNMENTS DUE	READINGS
1	June 27	Treatment Planning		L,H&M (2012) Ch. 1 Leahy (2006) Chapters 1 & 2 <i>Seligman & Reichenberg (2014)</i>
	July 4	NO CLASS: 4th of July		
2	July 11	CBT	Case Vignette #1	L,H&M (2012) Chapters 9 & 10 Leahy (2006) Ch. 6 Lichtblau (2010) Ch. 1 <i>Neenan & Dryden (2010)</i>
3	July 18	CBT & IPT	Test 1 (<i>posted</i>)	L,H&M (2012) Ch. 2 <i>Stuart (2008)</i> IPT Additional Reading
4	July 25	Mood Disorders	Test 1 (DUE)	Leahy (2006) Chapters 3 & 11 Lichtblau (2010) Chapters 2 & 3
5	August 1	Mood Disorders / Anxiety Disorders	Test 2 (<i>posted</i>) Case Vignette #2	L,H&M (2012) Chapters 3 & 4 Leahy (2006) Chapters 4 & 5 Lichtblau (2010) Ch. 6
6	August 8	Anxiety Disorders	Test 2 (DUE 8-12-17) Case Vignette #3 Application paper	L,H&M (2011) Chapters 5, 6 & 7 Leahy (2006) Chapters 7 & 16

SEMINARY GUIDELINES

ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute

academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

SEMINARY WRITING CONSULTATION SERVICE

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to swc_group@ashland.edu

Include the following information: Your name, the course # & professor's name, a brief description of the assignment, and your timeline.

For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

STUDENTS WITH DISABILITIES

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at 419-289-5904, or send an email to dservices@ashland.edu. The Disability Services office and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

ATS GRADING SCALE

Grade	Percent	Grade Points	Description
A	97-100	4.0	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	92-96	3.7	
B+	89-91	3.3	
B	86-88	3.0	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	83-85	2.7	
C+	80-82	2.3	
C	77-79	2.0	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	1.7	
D+	71-73	1.3	
D	68-70	1.0	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.

D-	65-67	0.7	
F	Below 65	0	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

SELECTED BIBLIOGRAPHY (*NOT* required, but intended to be of current and future help)

Beck, A., Rush, A.J., Shaw, B.F., & Emery, G. (1987). *Cognitive therapy of depression*. New York: The Guilford Press.

Beck, J. S. (2011). *Cognitive therapy: Basics and beyond* (2nd ed.). New York, NY: Guilford Publications, Inc.

Bond, F.W., & Dryden, W. (2002). *Handbook of brief cognitive behavior therapy*. West Sussex, England: John Wiley & Sons.

Burns, D.G. (1999). *The feeling good handbook*. New York: Plume.

Calhoun, L.G., & Tedeschi, R.G. (Eds.). (2006). *Handbook of posttraumatic growth: Research and practice*. Mahwah, NJ: Lawrence Erlbaum.

Copeland, M.E. (2001). *The depression workbook: A guide for living with depression and manic depression* (2nd Ed.). Oakland, CA: New Harbinger.

Dobson, D., & Dobson, K. S. (2009). *Evidence-based practice of cognitive-behavioral therapy*. New York, NY: The Guilford Press.

Dozois, D.J., & Dobson, K.S. (Eds.). (2004). *The prevention of anxiety and depression: Theory, research and practice*. Washington, DC: American Psychological Association.

Eels, T. (Ed.). (2007). *Handbook of psychotherapy case formulation*. New York: The Guilford Press.

Freeman, A., Pretzer, J., Fleming, B., & Simon, K.M. (1990). *Clinical applications of cognitive therapy*. New York: Plenum Press.

Greenberger, D., & Padesky, C.A. (1995). *Mind over mood: Change how you feel by changing the way you think*. New York: The Guilford Press.

Hubble, M.A., Duncan, B.L., & Miller, S.D. (1999). *The heart and soul of change: What works in therapy*. Washington, DC: American Psychological Association.

Ledley, D. R., Marx, B. P., & Heimberg, R. G. (2010). *Making cognitive-behavioral therapy work: Clinical processes for new practitioners* (2nd Ed.). New York, NY: The Guilford Press.

Mackall, J. (2006). *The last street before Cleveland: An accidental pilgrimage*. Lincoln, NE: University of Nebraska Press.

- Martell, C., Dimidjian, S., & Herman-Dunn, R. (2010). *Behavioral activations for depression: A clinician's guide*. New York: The Guilford Press.
- Neimeyer, R.A. (2004). Fostering posttraumatic growth: A narrative elaboration. *Psychological Inquiry, 15*, 53-59.
- Newman, C.F., Leahy, R.L., Beck, A.T., Reilly-Harrington, N.A., Gyulai, L. *Bipolar disorder: A cognitive therapy approach*. Washington, DC: American Psychological Association.
- Pals, J.L., & McAdams, D.P. (2004). The transformed self: A narrative understanding of posttraumatic growth. *Psychological Inquiry, 15*, 65-69.
- Padesky, C.A., & Greenberger, D. (1995). *Clinician's guide to mind over mood*. New York: The Guilford Press.
- Seligman, L. (2004). *Diagnosis and treatment planning in counseling* (3rd Ed.). New York: Springer.
- Seligman, L. & Reichenberg, L.W. (2014). *Selecting Effective Treatments: A Comprehensive Guide to Treating Mental Disorders* (4th Ed.). Hoboken, NJ: John Wiley & Sons, Inc.