

ASHLAND THEOLOGICAL SEMINARY
CLC 7787 AS – TREATMENT OF MOOD AND ANXIETY DISORDERS
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Summer Semester, 2020
Wednesdays 8:30-11:00
May 13,20,27 June 3,10,17,24 July 1,8,15,22,29 August 5,12,19

I. Course Description

This course is designed to provide students with a greater understanding of theory, research and counseling interventions related to the treatment of mood and anxiety disorders (and related conditions). Special attention is given to DSM-V classifications and cognitive behavioral interventions.

II. Student Learning Objectives:

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

Upon completion of this course students will be able to:

1. Articulate an understanding of theories, principles and research regarding mood, anxiety and related disorders(K02, K03, K08).
2. Demonstrate the accurate identification of mood and anxiety syndrome clusters as classified by the DSM-V classification system(PS01, PS02, PS04).
3. Demonstrate the application of cognitive behavioral interventions as applied to the treatment of mood, anxiety and related disorders(PS02, PS04).
4. Exhibit ethical standards and integrity in treatment decision making as applied to clients suffering from mood, anxiety and related disorders(K01, PS01, PA04).

III. Knowledge Base

- A. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure:** This course meets the Ohio Administrative Code(OAC) requirement for 4757-13- (5) (e) Treatment of Mental and Emotional Disorders
- B. 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."

IV. Teaching Strategies for Student Learning

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

V. Required Texts

1. Leahy, R. and Holland, S. Treatment Plans and Interventions for Depression and Anxiety Disorders. New York: Guilford Press.
ISBN: .978-1-60918-649-4
2. Burns, D.D. Feeling Good: The New Mood Therapy. New York: Wm. Morrow and Co.
ISBN: 978-0-380-73176-3.

Additional Required Readings

Additional articles or book chapters (beyond the required textbooks) will be assigned; these resources will be available via electronic access, via links on Blackboard Learn and/or emailed directly to students .

Attendance

According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade, withdraw from the class, or be penalized otherwise at the discretion of the professor. This policy also applies to tardiness.

Week/Module	Topic	Readings/Assignments
1 5/13/20	<i>Intro to Cognitive Therapy</i>	<i>Burns Chapters: 15,17 L&H Chapter: 1</i>
2 5/20/20	<i>Cognitive Therapy Continued</i>	Burns Chapter: 18 L&H Chapters: 10
3 5/27/20	<i>Intro to Mood Disorders: Depression</i>	Burns Chapters: 1,2 L&H Chpt 2 Vignette
4 6/3/20	<i>Depression and Persistent Depressive Disorder</i>	Burns Chapters: 3,9 L&H Chpt: 9 Vignette
5 6/10/20	<i>Bipolar I & II Disorders</i>	Burns Chapters: 4,5
6 6/17/20	<i>Cyclothymia and related Disorders</i>	Burns Chapters: 6,7,8
7 6/24/20	<i>Conclude Mood Disorders</i>	<i>Burns Chapters: 19,20</i>
8 7/1/20	<i>Midterm</i>	
9 7/8/20	<i>Intro to Anxiety Disorders and General Treatment Techniques</i>	Burns Chapter: 10,17 L&H Chapter: 9 Vignette
10 7/15/20	<i>GAD, Organicity and Anxiety</i>	Burns Chpt 12 L&H Chapter: 4
11 7/22/20	<i>OCD, Body Dysmorphic Disorder</i>	Burns Chpt 13 L&H Chpt 8
12 7/29/20	<i>Hoarding, Trichotillomania, Excoriation Disorders</i>	Burns Chpt 14
13 8/5/20	<i>Panic Disorder, Agoraphobia</i>	Burns Chpt 16 L&H Chpt 3 Vignette
14 8/12/20	<i>Social Phobia, PTSD</i>	L&H Chpts 5,6,7
15 8/19/20	<i>Final Exam</i>	Take Home Vignette Due

VI. Grading Elements

- 1. Professionalism and Positive Participation** – Attendance and participation in class discussion and exercises is expected, however, being “present” is much more than simply showing up. Since it is the professor’s belief that there are

direct correlations between how one approaches academic training and one's professional conduct once in the field, the following are expected of all students: promptness to class, preparedness for class, positive participation in class and professionalism in all work submitted. Failure to adhere to these guidelines may negatively impact the student's final grade at the discretion of the instructor.

Absences must be preapproved and arrangements made for make-up work before the absence. Missed classes may interfere with learning requisite skills and performing adequately on the vignettes, quizzes, and exams and is therefore discouraged. Please notify the instructor as soon as possible of unplanned absences.(10% of final grade 33 points)

2. **Case Vignettes** – There will be one vignette where the student will provide a diagnosis, an initial treatment plan with identified goals, potential interventions to be used and outcome assessment methods. Guidelines will be provided in class. This vignette will be worth 66 points (20% of course grade) and will be due the last day of class.

There will also be three in class vignettes where the student will have the opportunity to review written or video vignettes and provide clinical insights, diagnosis and rationale for diagnosis. Two will be counted towards the student's final grade. Each vignette will be worth 33 points or 16.5 points each(10% Total of final grade)

3. **Exams** – There will be two exams (100 points each). Each exam will be worth 30% of the student's final grade. They may be a combination of multiple choice, fill in the blank, short essay, model reconstruction, etc...

The midterm will be the last two hours of the second weekend. Material for the exam will be from handouts, class presentation, and the reading material. Reading material included will be: Feeling Good – chapters 1-9, 15, 17-20; Leahy and Holland – chapters 1,2,9,10 and appendices A & B.

The final will be the last two hours of the fourth weekend. Material for the exam will be from handouts, class presentation and reading material. Reading material included will be: Feeling Good – chapters 10-14, 16; Leahy and Holland – chapters 1,3-9. The final will not be comprehensive.

4. **Pop Quizzes** – Pop quizzes may be provided at the discretion of the instructor. Scores may positively or negatively effect one's grade.

No "I's" will be given for the course and "E's" will be given only in the case of extreme emergencies.

VII. Seminary Guidelines

A. ATS 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*.

B. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Writing Center Online](#) and select "Graduate and Online" from the schedule menu.

C. Accessibility Resources and Accommodations

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 the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	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-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	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-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.

D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

Grading element title	Associated Student Learning Outcomes	Associated CACREP CMHC Standards	Portion of Final Grade
<i>In Class Vignettes</i>	<i>KO2,KO3,KO9,PS03,PA03</i>	<i>N/A</i>	<i>10%</i>
<i>Take Home Vignette</i>	<i>KO2,KO3,KO9,PS03,PA03</i>	<i>N/A</i>	<i>20%</i>
<i>Professionalism and Positive Engagement</i>	<i>KO1,PSO1,PAO1,PAO2,PAO3,PAO4</i>	<i>N/A</i>	<i>10%</i>
<i>Midterm Exam</i>	<i>KO2,KO3,KO5,PS02,PS04,PS06</i>	<i>N/A</i>	<i>30%</i>
<i>Final Exam</i>	<i>KO2,KO3,KO5,PS02,PS04,PS06</i>	<i>N/A</i>	<i>30%</i>

Suggested Readings (NOT required but intended to be of current and future help)

Beck, A.T. (1976). *Cognitive Therapy and the Emotional Disorders*. New York: The New American Library, Inc.

Beck, A.T. & Emery, G. (2005). *Anxiety Disorders and Phobias*. Cambridge, MA: Basic Books.

Beck, A., Rush, A.J., Shaw, B.F., & Emery, G. (1979). *Cognitive Therapy of Depression*. New York: The Guilford Press.

Beck, J.S. (1995). *Cognitive Therapy: Basics and Beyond*. New York: The Guilford Press.

- Bourne, E.J. (1995). *The Anxiety and Phobia Workbook*. Oakland, CA: New Harbinger Publications, Inc.
- Burns, D.G. (1999). *The Feeling Good Handbook*. New York: Plume.
- Burns, D.G. (1993). *Ten Days to a Better Self-Esteem*. New York: Quill William Morrow.
- Dattilio, F.M. & Freeman, A. (1994). *Cognitive-Behavioral Strategies in Crisis Intervention*. New York: The Guilford Press.
- Ellis, A. (1990). *How to Stubbornly Refuse to Make Yourself Miserable About Anything Yes Anything*. New York: Carol Publishing Group.
- Freeman, A & Reinecke, M.A. (1993). *Cognitive Therapy of Suicidal Behavior*. New York: Springer Publishing Company.
- Greenberger, D. & Padesky, C.A. (1995). *Mind Over Mood: Change How You Feel by Changing the way You Think*. New York: The Guilford Press.
- Hart, A.D. (1987). *Counseling the Depressed*. Dallas: Word Publishing.
- Heimberg, R.G., Liebowitz, M.R., Hope, D.A. & Schneier, F.R. (1995). *Social Phobia: Diagnosis, Assessment and Treatment*. New York: The Guilford Press.
- Lazarus, A.A., (1989). *The Practice of Multimodal Therapy*. Baltimore: The Johns Hopkins University Press.
- Meichenbaum, D. (1994). *A Clinical Handbook/Practical Therapist Manual For Assessing and Treating Adults with Post-Traumatic Stress Disorder(PTSD)*. Waterloo, Ontario, Canada: Institute Press.
- Meichenbaum, D. (1977). *Cognitive-Behavioral Modification: An Integrative Approach*. New York: Plenum Press.
- Meichenbaum, D. (1985). *Stress Inoculation Training*. New York: Pergamon Press.
- Padesky, C.A. & Greenberger, D. (1995). *Clinician's Guide to Mind Over Mood*. New York: The Guilford Press.
- Persons, J.B. (1989). *Cognitive Therapy in Practice: A Case Formulation Approach*. New York: W.W. Norton & Company.