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.

Course Objectives
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.
2. Demonstrate the accurate identification of mood and anxiety syndrome clusters as classified by the DSM-V classification system.
3. Demonstrate the application of cognitive behavioral interventions as applied to the treatment of mood, anxiety and related disorders.
4. Exhibit ethical standards and integrity in treatment decision making as applied to clients suffering from mood, anxiety and related disorders.

Knowledge Base
CACREP – The material in this course is designed to meet the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) curriculum standards for masters training. The specific standard (II.K.5.c) states that students have an understanding of “counseling theories that provide...a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions...an exploration of affective, behavioral and cognitive theories, and an opportunity to apply the theoretical material to case studies...” Additionally, standard (II.K.7.h-i) indicates students need an “understanding of general principles and methods of case conceptualization, assessment and/or diagnoses of mental and emotional status and ethical and legal considerations.”

OHIO EDUCATIONAL REQUIREMENT FOR ADMISSION TO THE EXAMINATION FOR PROFESSIONAL COUNSELOR LICENSURE – This course meets the Ohio Administrative code (OAC) requirement for methods of intervention and prevention of mental and emotional disorders – 4757-13-01(A)(5)(d)(I,ii,iii).

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.

**Required Texts**

**Recommended but not Required**

**Course Requirements/Grading**

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.

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 25 points (1/10 or 10% 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 12 ½ points or 1/20 of the student’s final grade. (10% Total of final grade)
3. **Exams** – There will be two exams (100 points each). Each exam will be worth 40% 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, 3-8. 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.

**Seminary Grading Scale**

<table>
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<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Equivalent GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100</td>
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<tr>
<td>A</td>
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<tr>
<td>F</td>
<td>below 65</td>
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</tr>
</tbody>
</table>

The following description of grades is taken from the ATS catalogue (p.65) and will be adhered to for this course.

A. 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 (includes grades A and A-).

B. 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 (includes grades of B+, B and B-).
C. Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution (includes grades of C+, C and C-).

D. Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions (includes grades of D+, D and D-).

**Relationship to the Curriculum Model**

All coursework at Ashland Theological Seminary is intrinsically connected to the 4Cs of the curriculum model: **core identity, character, calling** and **competency**. This course affirms the value of human life and the purpose of such life (teleology) as rooted in a relationship with God (**core identity; character**) and others (**calling**). The course also prepares students to identify and address key concepts of conceptualization, diagnosis and treatment in counseling practice with clients experiencing mood and anxiety disorders (**competency**).

**Course Schedule**

**Weekend 1**
Lecture/Topic: Intro to Cognitive Therapy, Mood and Related Disorders
Readings/Assignments: L&H chapter 1 and Appendix B; Burns chapters 1, 2, 3, 15

Lecture/Topic: Depression, Persistent Disruptive Disorder
Readings/Assignments: L&H chapter 2; Burns chapter 9

**Weekend 2**
Lecture/Topic: Bipolar I Disorder, Bipolar II Disorder, Related Disorders
Readings/Assignments: Burns chapters 4 - 8
In class vignette

Lecture/Topic: Treatment protocols for Mood and Related Disorders
Readings/Assignments: L&H Appendix A; Burns chapters 17 - 20
Midterm Test

**Weekend 3**
Lecture/Topic: Intro to Cognitive Therapy, Anxiety and Related Disorders
Readings/Assignments: L&H chapter 1; Burns chapter 16

Lecture/Topic: Generalized Anxiety Disorder, Social Anxiety Disorder
Readings/Assignments: L&H chapters 4, 5; Burns chapters 10, 11
In class vignette
Weekend 4
Lecture/Topic: Panic Disorder, Agoraphobia, Specific Phobias
Readings/Assignments: L&H chapters 3, 7; Burns chapter 12
In class vignette

Lecture/Topic: Related Disorders - Obsessive-Compulsive Disorder, Posttraumatic Stress Disorder, etc…
Readings/Assignments: L&H chapters 6, 8; Burns chapters 13, 14
Take home Vignette Due
Final Test

For students who have specific physical, psychiatric, or learning disabilities and require accommodations, please inform the instructor as early as possible (preferably the first week) so that learning needs may be appropriately met. In order to receive accommodations, documentation concerning your disability must be on file with Classroom Support Services, 105 Amstutz Hall, Ashland University, 419-289-5953. Please contact them with any questions.

IT IS IMPORTANT THAT STUDENTS APPRECIATE THE INTENSE NATURE OF CLINICAL COURSES IN THAT THESE CLASSES CONDENSE A QUARTER’S WORTH OF WORK INTO FOUR WEEKENDS. THEREFORE, STUDENTS SHOULD PLAN ON SPENDING TWO OR THREE TIMES THE NORMAL NUMBER OF HOURS READING, STUDYING, AND THE LIKE OVER THE COURSES DURATION.

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


