

ASHLAND THEOLOGICAL SEMINARY
CLC 7787—Treatment of Mood & Anxiety Disorders
Fall Semester, 2020
Thursday, 1:30-2:45 PM; Ashland Campus

David P. Mann, Ph.D., LPCC-S | 419-289-5872 | dmann@ashland.edu

I. 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.

II. Student Learning Objectives (with DLO's): At the end of this course, students will:

1. Articulate an understanding of theories, principles, and research about mood and anxiety disorders (PSO2).
2. Demonstrate the ability to accurately identify mood and anxiety syndrome clusters as defined in the DSM-5 classification system (PSO2).
3. Apply Cognitive Behavioral interventions to treatment of mood and anxiety disorders in accordance with evidence-based treatments (PSO2,4).
4. Exhibit ethical standards and integrity in treatment decision-making as applied to clients suffering from mood and anxiety disorders (PSO2,4; PAO2).

*This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a **combination of face-to-face sessions and digital activities/lectures (virtually or in-person)**, or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.*

III. Knowledge Base

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).

CACREP CMHC Standards Met in this Course Include:

1. theories and models of counseling
2. counselor characteristics and behaviors that influence the counseling process
3. evidence-based counseling strategies and techniques for prevention and intervention
4. processes for aiding students in developing a personal model of counseling

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, case conceptualization, treatment planning, and assignments designed to help students foster critical thinking skills.

V. Required Texts

Greenberger, D., & Padesky, C.A. (2012). *Mind Over Mood: Change How You Feel by Changing How You Think*. (2nd Ed.). New York, NY: Guilford Press. ISBN: 9781462520428

Leahy, R.L., Holland, S.J.F., & McGinn, L.K. (2012). *Treatment Plans and Interventions for Depression and*

Anxiety Disorders. (2nd Ed.). New York, NY: Guilford Press. ISBN: 9781609186494

VI. Class Schedule (*Subject to Change*)

Week	Date	Lecture/Topic	Readings/Assignments
1	Sept. 3	Introduction	MOM – 1 TPI – Intro & 1 <i>Blackboard Assignment</i>
2	Sept. 10	Intro to Cognitive Behavioral Therapy	MOM – 2-5 <i>Blackboard Assignment</i>
3	Sept. 17	Situations, Moods, & Thoughts	MOM – 6-9 <i>Blackboard Assignment</i>
4	Sept. 24	Changing Assumptions & Core Beliefs	MOM – 10-12 <i>Blackboard Assignment</i>
5	Oct. 1	Depression & Bipolar Disorder	MOM – 13 TPI – 2 <i>Blackboard Assignment</i>
6	Oct. 8	Generalized Anxiety Disorder	MOM – 14 TPI – 4 <i>Blackboard Assignment</i> Vignette 1 Due
7	Oct. 15	Panic Disorder & Agoraphobia	TPI – 3 <i>Blackboard Assignment</i>
8	Oct. 22	Midterm Exam	
9	Oct. 29	Social Anxiety Disorder	TPI – 5 <i>Blackboard Assignment</i>
10	Nov. 5	Posttraumatic Stress Disorder	TPI – 6 <i>Blackboard Assignment</i>
11	Nov. 12	Specific Phobias	TPI – 7 <i>Blackboard Assignment</i>
12	Nov. 19	Obsessive-Compulsive Disorder	TPI – 8 <i>Blackboard Assignment</i> Vignette 2 Due
Nov. 26		No Class—Thanksgiving Break	
13	Dec. 3	Anger, Guilt & Shame	MOM – 15 <i>Blackboard Assignment</i>
14	Dec. 10	Summary: Specific Behavioral & Cognitive Concepts and Techniques	MOM – 16 TPI – 9 & 10 <i>Blackboard Assignment</i> Gratitude Journal Due
15	Dec. 17	Final Exam	

MOM = Mind Over Mood

TPI = Treatment Plans & Interventions for Depression & Anxiety Disorders

VII. Grading Elements

Student grades will be assigned based upon the following:

1. **Engagement, & Professionalism**

Attendance and participation in Face-to-Face (F2F) class sessions and with asynchronous assignments on Blackboard are expected; however, being “present” is much more than simply showing up. Since it is the professor’s belief that there are direct connections between how one approaches academic training and one’s professional conduct in the field, the following are expected of all students: promptness to and preparedness for class, positive participation, and professionalism in all work submitted. **Failure to adhere to these guidelines may negatively impact the student’s final grade.**

2. **Gratitude Journal (SLO 3)**

Students will become familiar with one of the approaches identified in *Mind Over Mood* that the authors state “can be a path to strengthening positive core beliefs and moods” (p.175). Students will follow the instructions for the exercise “Beginning a Gratitude Journal” (p. 176, *Mind Over Mood*, also downloadable from CD that is included in textbook) and conduct the exercise over a minimum of 6 consecutive weeks. After the experience, students will submit their completed worksheets (Worksheets 12.10, 12.11, 12.12, and 12.13) with a cover sheet that includes the student’s name.

Due: Week 14 (100 pts.—10% of final grade)

3. **Case Vignettes (SLO 1, 2, 3, 4)**

There will be two case vignettes completed throughout the semester. Students will provide a treatment conceptualization plan that includes identified goals and potential interventions to be used. Specific guidelines will be provided by the professor.

Due: Weeks 6 & 12 (100 pts. each—30% of final grade)

4. **Midterm Exam (SLO 1, 2, 3)**

On week eight, students will complete a midterm exam, which will cover the chapters addressed in the first seven weeks of the class. The exam is worth 100 points and will be taken on Blackboard.

Exam Date: Week 8 (100 pts.—30% of final grade)

5. **Final Exam (SLO 1, 2, 3)**

On week fifteen, students will complete a final exam, which will cover the chapters addressed in the weeks following the midterm exam. The exam is worth 100 points and will be taken on Blackboard.

Exam Date: Week 8 (100 pts.—30% of final grade)

VIII. Calculation of Grade and Connection of Learning Outcomes

<i>Grading element title</i>	<i>Associated Student Learning Outcomes</i>	<i>Associated CACREP CMHC Standards</i>	<i>Points (% of Final Grade)</i>
Gratitude Journal	3		100 (10%)
Vignettes	1, 2, 3, 4	F.5.a, b, c	100 each (30%)
Midterm Exam	1, 2, 3, 4	F.5.a, b, c	100 (30%)
Final Exam	1, 2, 3, 4	F.5.a, b, c	100 (30%)
			Total Points: 500

IX. 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.

X. Recommendations for Lifelong Learning

Students are encouraged, throughout their careers, to continue learning about the treatment of mood and anxiety disorders through intentional efforts to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, trainings, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about best practices regarding the treatment of these issues.

XI. Academic Integrity Policy

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

XII. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

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

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

XIII. 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.

XIV. Recommended Resources

- 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.
- 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.
- 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,
- 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.