

EVANGEL

U N I V E R S I T Y

A CHRISTIAN LEARNING-CENTERED UNIVERSITY

Master of Science in Counseling

COU 524: Evidence Based Treatment and Clinical Interventions Spring -- 3 hours

University Mission Statement:

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Counseling Program Mission Statement:

... Train professional counselors who ethically integrate their Christian faith while providing holistic counseling services to diverse individuals and groups across the lifespan.

Bible Verse:

II Tim 2:15 Make every effort to present yourself approved to God, an unashamed workman who accurately handles the word of truth.

Instructor Name:

Phone Number:

Email:

Office: 417-865-2815

Class Time:

Location:

Office Hours:

Teaching Philosophy and Methods

1. Lecture/class discussion. This will be the dominant mode of teaching, with emphasis on class discussion with a seminar format. Students will have read the material at a comprehension level before coming to class. The lecture will supplement the readings. *I ascribe to Productive Learning: I lecture on what you don't know or fully understand (Not lecture on what you know) and let students engage in this process by actually teaching each other.*
2. Treatment plans. Students will use information from multiple assessment strategies to create treatment plans that are client-centered, individualized, and culturally sound.
3. Student presentations. Students will present in class the latest evidence-based treatment protocols and DSM-5 assessments for common disorders.
4. Students will demonstrate motivational interviewing techniques.

Course Catalogue Description:

Contemporary approaches to assessment, treatment planning, and intervention based in a Bio-psycho-social systems and evidence-based interventions will be studied. Major areas of study will include treatment protocols for mood disorders, anxiety disorders, addictive disorders, personality disorders, and relational dysfunctions as well as standard crisis intervention strategies. Attention will be given to multicultural and religious contexts in

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planning and conducting multi-faceted counseling interventions. Diagnostic interviewing, treatment planning, and conducting various types of assessments are discussed and practiced.

Required Text(s):

Sturmey, P. & Hersen, M. (Eds.). (2012). *Handbook of evidence-based practice in clinical psychology, Vol II, Adult disorders*. New York: John Wiley & Sons.

Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change, (3rd ed.)*. New York: The Guilford Press.

Scott, J., Boylan, J.C. & Jungers, C.M. (2015). *Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy (5th edit.)* Routledge: New York, NY

Recommended Text(s):

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (V)*. Washington, D.C.: American Psychiatric Association.

Worthington, E. L., Johnson, E. L., Hook, J. N., & Aten, J. D. (2013). *Evidence-based practices for Christian counseling and psychotherapy*. Downers Grove, IL: IVP.

Course Objectives:

STANDARD CACREP 2016	OBJECTIVE	LEARNING EXPERIENCE	ASSESSMENT
5C2g	Describe the impact of biological and neurological mechanisms on mental health	Lecture, student presentations	Student presentations, Treatment plans
5C2h	Identify the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Lecture, class discussions, student presentations	Test, Student presentations, Treatment plans
5C1c	Identify principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Lecture, class discussions, student presentations	Test, Student presentations, Treatment plans
5C3b	Demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues	Lecture, class discussions, videos, student presentations	Test, Student presentations, Treatment plans

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5C1e	Using information from multiple assessment strategies, students will create treatment plans that are empirically based, individualized, and culturally sound.	Lecture, class discussions, videos, student presentations	Treatment plans
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Grading Scale:

A	94 -100%	B-	80 – 82%
A-	90 – 93%	C+	77 – 79%
B+	87 - 89%	C	73 - 76%
B	83 – 86%	F	Less than 73%

*An “A” grade will only be awarded to individuals who earn 94% of total points available plus no more than a single absence.

Course Assignments:		
Assignment	Points	Percent of Grade
Paper: Four page summary of Chapters 1&3	25 points	7%
Mid Term Exam: Case done in class.	25 points	7%
Final Exam: Case done in class	50 points	14%
Self-Assessment Practice	25 points	7%
Case Presentation I	50 pts	14%
Case Presentation II	90 pts	24%
Student Group Presentation	100 pts	27%
TOTAL POINTS	365 points	

Tentative Course Schedule:

<i>Date WEEK</i>	<i>Lecture/ Activity</i>	<i>Chapter Readings: Handbook: MI book: EBP book</i>	<i>Assignments</i>	<i>Due Date</i>
1.	MLK day: No class	H:1 & 3; MI: 1-3	Type 2 page review of just each Handbook chapter	Week 2
2.	Syllabus overview MI; Diagnostic interviews	MI: 1-7	Diagnostic interviews	
3.	MI; DSM-5 Assessments	MI: 8-11	Instruments	
4.	MI; Treatment plan	MI: 12-18	Treatment plans	

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5.	MI; Treatment plan Turn in Self-assessment paper	MI: 19-27, 27	Self-assessment paper	Week 5
6.	Depression	H: 11; EBP: 5	Presentation	Week 6
7.	Panic/OCD	H: 12 & 13	Presentation	Week 7
8.	Social Anx./GAD: Mid-term exam: done in class Turn in Case presentation I	H: 27 & 28	Presentation Case 1	Week 8
9.	SPRING BREAK			
10.	Sexual dysfunctions	H: 16 & 17	Presentation	Week 10
11.	Client Interview day: No Class	Interview client		
12.	PTSD	H: 14	Presentation	Week 12
13.	Alcohol	H: 7	Presentation	Week 13
14.	Relational	H: 24; EBP: 10	Presentation	Week 14
15.	Personality Turn in Case presentation II	H: 22; EBP: 2	Presentation Case 2	Week 15
16.	Final Exam: done in class			Week 16

Student Assignments and Evaluation Criteria

1. Paper: Four page summary of Chapters 1 and 3 in *Handbook of evidence-based practice in clinical psychology*. Two page summary of each chapter.
2. Mid Term Exam: Case done in class. Total 25 points.
3. Final Exam: Case done in class. Total 50 points
4. Self-Assessment Practice: Students will complete and score the following self-report measures located at:
<http://www.psychiatry.org/practice/dsm/dsm5/online-assessment-measures>

Details are listed on course commons.

Students will use the actual results of the self-report measures to write a report of the findings as well a one page description of their experience in taking the measures.

This description should include a description of the student's perception of the accuracy of the measures and issues the student recognizes may surface for a client completing the measures as part of a mental health assessment. 25pts.

5. Two Case Presentations: Students will assess the mental health status of two subjects by means of self-report measures and diagnostic interview. Students will request both subjects to complete the following self-report measures before conducting interviews. Details are listed on course commons.

Documents should be placed in a folder and submitted as if the folder was a case file. Each case will be evaluated for completeness, clinical insight evidenced in diagnosis in using all the assessment tools and appropriate treatment plan that includes EBT

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material. 90 points for **Case 2** with FULL form Personality Inventory for DSM-5 and 50 points for **Case 1** with BRIEF form Personality Inventory for DSM-5.

Students may resubmit corrected documentation for improved scores in completeness and clinical insight one week after receiving initial score.

6. **Student Presentations:** Students will participate in a two person group presentation. Groups will choose a disorder from DSM V or one for future research and prepare a presentation using the following outline:

Details are listed on course commons.

Students will choose disorders that they are most likely to treat in their internships. Students are encouraged to be creative in their presentation through the use of media, power point, role play demonstration, and case presentations. Students should be prepared to lead a 10 minute discussion at the conclusion of their presentation. Students should prepare at least four questions to facilitate discussion. Total length of presentation should not exceed 60 minutes. The context for this is preparing for a one-hour workshop. This presentation takes place the same day the disorder is covered in class.

Presentation groups will be given a group score. This means that one student's performance will impact the score for all members of the group. It is hoped that this will encourage students to support and be accountable to each other in the preparation process. 100 points is possible, 25 points for each of the four sections. There is the possibility for 10 extra-credit points for an exceptional presentation with creativity and/or a thorough facilitated discussion.

NOTE: THE PROFESSOR RESERVES THE RIGHT TO MODIFY THIS SYLLABUS DURING THE COURSE TO ACCOMMODATE MEETING THE OBJECTIVES IN A WORTHY MANNER.

EU ACADEMIC AND PROGRAM POLICIES

Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else's work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to Academic Affairs Division and Student Development Division. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal. Please see Graduate catalog:

<http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

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Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time. Students missing more than 3 classes will be dropped from the class. Students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons will be given the opportunity to complete missed assignments or the equivalent. Students who miss class for other reasons may only make up work at the discretion of the individual instructor as stated in the course syllabus

Disability Accommodation

Evangel University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for accommodations, notify me as soon as possible. You will be required to have appropriate documentation on file with Academic Support in the Center for Student Success (Zimmerman Hall 208).

Note: If you are disabled or are attending college under extenuating circumstances and require special consideration, *it is your obligation to notify me* before the end of the first week of classes. If I do not hear from you, I assume you do not need any special consideration. See the following for more information:

<http://web.evangel.edu/community/?p=ASC&i=1437&t=>

Use of Electronic Devices in Class

The use of electronic devices in the classroom is intended to enhance the learning experience for you and your classmates. Any use of technology that substantially degrades the learning environment, distracts you and/or your classmates, promotes dishonesty or illegal activities is prohibited. Be sensitive to this temptation to mentally leave the class using your device. It is recommended that cellular phones be silenced during class.

Statement Regarding Risks and Benefits of Counselor Education

Pursuing a graduate education in clinical mental health counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it to the student's attention. Students may be advised in one or more of the following directions:

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1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory experiences.
4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the clinical mental health program will be at the sole discretion of the program personnel and will be made with the utmost care and student's best interest in mind.

Students have the right to appeal any decision under the Student Handbook procedures.

Course Commons (Canvas)

This course will be conducted through the CANVAS LMS (learning management system) generally referred to as *Course Commons*. All information needed to access and interact with the LMS can be found on the CANVAS login page using the link <https://courses.Evangel.edu>. Course content (example: PPTs, Projects, data, Assignment details, etc.) will be located within modules at the course site. The course calendar will also direct students to the assignments.

Access to Canvas Before the Class Begins. Students who have academically registered will have access to CANVAS and this course seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, CANVAS access will be revoked and all submitted work will be lost. When financial registration is then completed, CANVAS access will be granted, again. Make-up work for items lost will be at the discretion of the professor. Please contact the Registrar's office with questions about your registration status; (417) 865-2815 x7203.

Access to *Course Commons* After the Class Ends. At the end of a semester, students will have access to *Course Commons* for seven (7) days after the last official day of class. After the seven (7) days, students will not have access to the course or *Course Commons* until next semester's financial registration is complete. If you have questions about work submitted on after course access is withdrawn, please contact the instructor directly.