

11. Integrate biblically-informed principles into explanation and application of theories and techniques used in clinical mental health interventions and supervision.

CURRICULUM MAP:

CNS 523 Student Learning Outcome	CACREP Standards Fulfilled	IWU World Changer Outcomes Fulfilled	Assessment Methodology
1. Describe and integrate the models of case conceptualization, treatment planning and the format of a mental status examinations;	C.2, C.7, D.7, G.1	2.2; 2.3; 3.3	<ul style="list-style-type: none"> • Diagnostic Interview & Psychosocial Assessment Assignment; • Family Systems Assessment Paper
2. Understand and evaluate the impact of crises and disasters on clients and communities;	A.9	2.2; 2.3	<ul style="list-style-type: none"> • Trauma & Disaster Response Presentations
3. Describe and be able to apply diagnostic procedures including interviewing, assessment instruments, treatment planning and referrals;	D.1, H.2	2.2; 2.3	<ul style="list-style-type: none"> • Diagnostic Interview & Psychosocial Assessment Assignment • Family Systems Assessment Paper
4. Summarize the etiology of addictions and its impact on mental health;	A.6, C.4	2.2; 2.3	<ul style="list-style-type: none"> • Case Study: Suicidal, substance-abusing Client
5. Demonstrate procedures used to identify and manage suicidal behaviors;	D.6, H.3	2.2; 2.3; 3.3	<ul style="list-style-type: none"> • Case Study: Suicidal, substance-abusing client
6. Apply multicultural competencies to identifying, treating, and terminating	D.2, D.5, F.3, H.1, K.4	1.3; 2.2; 2.3	<ul style="list-style-type: none"> • Family Systems Assessment Paper

counseling relationships;			
7. Describe and be able to apply theory and application of crisis intervention principles during and after a crisis or traumatic event;	C.6, K.5, L.3	2.2; 2.3; 3.2	<ul style="list-style-type: none"> • Trauma & Disaster Response Presentations
8. Demonstrate understanding of the appropriate operations of emergency management systems within mental health agencies;	A.10	2.2; 2.3; 3.2	<ul style="list-style-type: none"> • Trauma & Disaster Response Presentations
9. Administer basic assessment instruments and integrate the results and clinical observations to formulate a comprehensive clinical report;	C.7	2.2; 2.3	<ul style="list-style-type: none"> • Diagnostic Interview and Psychosocial Assessment Assignment • Family systems Assessment Paper
10. Discuss and apply various theories and techniques used in clinical mental health interventions including models of supervision;	A.5, C.3, G.2	3.2	<ul style="list-style-type: none"> • Supervision Paper
11. Integrate biblically-informed principles into explanation and application of theories and techniques used in clinical mental health interventions and supervision.		3.1	<ul style="list-style-type: none"> • Family systems Assessment Paper

METHOD OF INSTRUCTION:

Various approaches of instruction will be used in this course. These include: didactic presentations; demonstrations, case studies, in-class exercises and role plays, small group/class discussion, DVDs and Videos. (I have likely left something out)!

COURSE REQUIREMENTS:

1. Demonstrations of Diagnostic Interview and Psychosocial Assessment (100 points possible)

Each student will pair up with another student. Each student will take on the role of a client. The other student will conduct a diagnostic interview and write up a Psychosocial Assessment. The Psychosocial Assessment form to be used to complete this assignment is attached to this syllabus. Sessions will be conducted in the Graduate Counseling Clinic and recorded for review by your instructor.

2. Supervision Paper (100 points possible)

Students will observe the sessions conducted as part of Assignment 1. Observation may be of the live *or* recorded session. Each student will take the role of a *counseling supervisor* and write a 2-3 page report that:

- Introduces the reader to various models of clinical supervision;
- Select a specific model of supervision and apply it to the observed session;
- Describe how supervision would be conducted using the selected model.

3. Individuals in Family Systems Assessment and Intervention Paper (100 points possible)

We will view and discuss the film *On Golden Pond* in class. You will, then, write a paper in which you:

- Select a person within the three-generational family system;
- Describe the internal dynamics of this person within the 3-generational family system by relating and applying Bowenian concepts as described in class and readings. Integrate biblical concepts in your conceptualization;
- Include in your report a genogram of the 3-generational family unit;
- Describe intervention strategies, based on Bowenian therapy, you would recommend in order to improve the level of functioning and wellness of the selected person;
- Conclude by identifying outcomes you anticipate from the successful application of your recommendations.

4. Case Study: The Suicidal or Homicidal Client (100 points possible)

You will be given a case study that describes a suicidal/homicidal. Your task is to assess this client and develop a workable crisis intervention plan for this client. The format for writing up your crisis assessment and intervention plan will be provided.

5. Trauma and Disaster Response Presentations (100 points possible)

Unfortunately, this world is filled with types of traumatic events and disasters beyond count. But such are the ecological contexts of many of those we serve as clinical mental health counselors. For this assignment, you have the opportunity to select a particular aspect of trauma and disaster response, explore the selected topic in depth, and present what you learned to the class. This presentation should be around 25 minutes in length and include power point (in-class and posted on Blackboard) and full list of topics may include:

- Specific counseling related responses to natural disasters, such as hurricanes, earthquake, tornadoes, widespread regional floods, etc.
- Human-caused traumas and disasters such as: wars, refugees, combat trauma, terrorism, large oil spills, human trafficking, community responses, victims of violence or abuse (e.g., rape, assault, physical/sexual abuse, extreme neglect, human trafficking), school response to suicide, sudden death, etc.

You will want to include in your presentation detailed discussion on specific models of disaster response and related emergency management systems. A consideration of the ecological context (e.g., Bronfenbrenner) in disaster impact, counselor and community mental health response, and regional emergency management systems will be included in your discussion.

6. Class Participation (100 points possible)

My intention is that this course be an active, rather than passive learning experience. Thus, I will award 20% of the potential total points for class participation. While attendance is obviously required to earn these points, the awarding of these points will be

based upon the student's actual participation in specific class activities.

COURSE EVALUATION:

To Calculate Final Points: (Total Points Earned ÷ 600) x 100 = Final Score

Use the Following Scale to Determine Your Final Grade

Points Earned	Final Grade	Points Earned	Final Grade
100 – 94	A	76 – 73	C
93 – 90	A-	72 – 70	C-
89 – 87	B+	69 – 67	D+
86 – 83	B	66 – 63	D
82 – 80	B-	62 – 60	D-
79 – 77	C+	60 and below	F

COURSE TEXTS:

Required Texts:

Gilbert, R. M. (1992). *Extraordinary relationships: A new way of thinking about human interactions*. Minneapolis, MN: Chronimed.

Jackson-Cherry, L. R., & Erford, B. T. (2010). *Crisis intervention and prevention*. Upper Saddle River, NJ: Pearson.

Luoma, J. B., Hayes, S. C., & Walter, R. D. (2007). *Learning ACT: An acceptance & commitment therapy skills-training manual for therapists*. Oakland, CA: New Harbinger.

Zimmerman, M. (1994). *Interview guide for evaluating DSM-IV psychiatric disorders and the mental status examination*. East Greenwich, RI: Psych Products Press.

Recommended Readings:

American Psychiatric Association, (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text revision). Washington, DC: Author.

Baranowsky, A. B., Gentry, J. E., & Schultz, D. F. (2010). *Trauma practice: Tools for stabilization and recovery*. Cambridge, MA: Hogrefe.

Cormier, S., Nurius, P. S., & Osborn, C. J. (2009). *Interviewing and change strategies for helpers: Fundamental skills and cognitive-behavioral interventions* (6th ed.). Belmont, CA: Brooks/Cole.

Dass-Brailsford, P. (2007). *A practical approach to trauma: Empowering interventions*. Los Angeles: Sage.

McGlothlin, J. M. (2008). *Developing clinical skills in suicide assessment, prevention, and treatment*. Alexandria, VA: American Counseling Association.

Additional readings will be assigned and distributed in class or via Blackboard.

DISABILITY SERVICES – CAS Statement

Indiana Wesleyan University is committed to providing equal access to students with disabilities. The Center for Student Success works to make programs and facilities available in a non-arbitrary and beneficial manner. The Disability Services coordinator is responsible for receiving a request for academic or physical accommodations. The coordinator will work with the student to obtain and review the required documentation and will assign reasonable accommodations based on documentation that supports the student's request. Academic accommodations include, but are not limited to, alternative testing formats, note-taking services, taping lectures, books in alternate format, and adaptive technology.

ATTENDANCE POLICY:

Class attendance is expected. Given the nature and pace of this course, your ability to perform adequately in the course will be highly correlated with attendance. Thus, superior grades for the course will tend to be the natural consequence for persons who attend faithfully. It is the responsibility of the student to obtain materials and information regarding classes that were not attended.

DUE DATES:

It is expected that assignments will be turned in on the identified due dates. Only under exceptional circumstances will assignments be accepted if turned in late. When a due date must be revised due to

special circumstance of the student, it will be the student's responsibility to negotiate with the professor a revised due date. Students will be held accountable to the revised due date. In addition, points will be deducted when unexcused absence has impact on a group project or presentation.

ACADEMIC DECEIT AND PLAGIARISM (CAS Policy Statement):

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work.

Coursework

Students are expected to exhibit honesty in the classroom, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an "open book" test, should be stated clearly by the instructor.

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.

Plagiarism is defined as "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (A. Lindey, 2006, *Plagiarism and Originality*). *The Prentice Hall Reference Guide* (2006) indicates, "To plagiarize is to include someone else's writing, information, or idea in a paper and fail to acknowledge what you took by indicating whose work it is" (p. 292). In other words, it is not giving credit where credit is due. Plagiarism is both a moral and ethical offense and sometimes a legal one.

Examples of plagiarism include:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.

2. Presenting another person's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others.
4. Using information that is not common knowledge without citing the source.
5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgement of a source.

Sanctions

It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Any undergraduate student apprehended and charged with cheating, including plagiarism, during his or her college matriculation, shall receive the following discipline:

1. First incident of cheating: failure in paper, assignment, or exam.
2. Second incident of cheating: failure in the course involved.
3. Third incident of cheating: dismissal from the university.

A graduate student is expected to understand clearly the nature of cheating and is subject to dismissal from the university for a single incident of academic dishonesty or cheating. Incidents of cheating and/or plagiarism will be investigated and judged by the appropriate graduate faculty.

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrator who in turn reports the case to the academic leader of the specific college/school. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies below.

Falsification of Academic Records or University Documents:

Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Unauthorized access to computerized academic or

administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to dismissal from the university for a single incident. The university may consider legal action for any individual found to have participated in these actions.

Any student found engaging in academic deceit, unethically copying or using someone else's work (intentionally or unintentionally) without acknowledging the original source in an academic situation will receive a "zero" for that particular assignment or exam. Please refer to the 2009-2010 Student Handbook or University Catalogue for further discussion of this policy. Clearly, such behavior is considered as a very serious offence that can carry with it very serious consequences.

TENTATIVE COURSE OUTLINE:

Date	Topic	Assignment Due
5/29	Introduction to the Course; The Nature of Assessment in Relation to CMHC	Zimmerman; additional readings
5/31	Information Gathering and Decision-Making in Clinical Mental Health Counseling: Assessing, Conceptualizing, Diagnosing, and Treatment	assigned readings
6/5	Application: Conducting Diagnostic Assessment and Writing Reports	
6/7	Individuals in Family Context: Concepts and Tools for Assessment	Gilbert, pp. 3-112
6/12	Individuals in Family Context: Intervention Application of Bowenian Concepts: <i>On Golden Pond</i>	Gilbert, pp. 117-212
6/14	Introduction to Crisis Intervention :	Ch. 1-3, J-C & E
6/19	Crisis Intervention: Grief/Loss & Suicide/Homicide	Ch. 4-5, J-C & E
6/21	Special Issues in Crisis Intervention: Partner Violence, Sexual Assault and Abuse, Substance Abuse-Related Issues; Disaster and Emergency Response	Ch. 6-9, J-C & E
6/26	Acceptance and Commitment Therapy I; CMH paper presentations	Ch. 1-5, L, H, & W
6/28	Acceptance and Commitment Therapy II CMH paper presentations	Ch. 6-10, L, H, & W

ASSESSMENT FORM
Graduate Studies in Counseling

Student name _____ Date _____

Year in school: Freshman Sophomore Junior Senior M.A.

SSN _____ Traditional Non-traditional student

Transfer student? yes no Major in division _____

Course _____ Course number _____ Section _____

Professor _____ Semester course was taken _____

AN ANALYTIC SCALE FOR CONTENT WRITING and ORAL PRESENTATIONS

Poor: 2 pts.

Average: 6 pts.

Superior: 10 pts.

CONTENT: points x 3 = _____

Central idea is lacking or vague or unsupported.

Central idea is apparent but ordinary or too general.

Significant central idea is supported by specific proof.

RESEARCH SKILLS: points x 2 = _____

Does not demonstrate the ability to use resources. Research not in depth, lacks consistency.

Does demonstrate the ability to use resources. Research not quite in depth.

Demonstrates ability to research in depth.

ORGANIZATION: points x 1 = _____

Lack of planning and purpose. Ideas undeveloped, not linked together.

Plan of the paper is apparent but not clearly developed. Ideas not always linked together.

Paper is planned, clearly ordered. Ideas linked together.

CLARITY: points x 1 = _____

Sentences not clear; incomplete. Poor word choice.

Sentences are clear, but lack substance. Word choice not precise.

Clear sentences, with substance. Precise word choice.

CORRECTNESS: points x 1 = _____

Frequent errors in grammar, punctuation, spelling, and usage.

Some errors in grammar, punctuation, spelling, and usage.

Correct use of grammar, usage, punctuation, and spelling.

COGNITIVE LEVEL: points x 2 = _____

Has knowledge and understanding of information. Some application.

Makes applications, can analyze information. Some synthesis of information.

Synthesizes information and can evaluate ideas and information.

TOTAL POINTS: _____ **OUT OF 100**