

COURSE SYLLABUS

COUN 576 – Advanced Diagnosis and Treatment Planning

3 Semester Credits

Term Year

Meeting Day/Time: _____



Professor:

Email:

Office Phone:

Physical Office:

Office Hours: Available on the following days and times:

[day]	[times]
[day]	[times]

Calendly Link: Students should use the following Calendly link to schedule appointments:

<https://calendly.com/.....>

VIRTUAL CLASSROOM LOCATION:

Meeting ID: 970 2777 2513

Passcode: 793356

<https://southern.zoom.us/j/.....>

I. COURSE DESCRIPTION:

This course provides advanced knowledge of the major disorders within the Diagnostic and Statistical Manual, 5th edition (DSM-5), the principles of differential clinical diagnosis, and the development and implementation of research-based treatment plans. Consideration is given to dimensional, relational, and systemic issues important in diagnosis and treatment planning. Issues such as course/prognosis, prevalence, culture, and associated features are also addressed.

II. REQUIRED READING:

Gehart, D. (2016) *Theory And Treatment Planning In Counseling And Psychotherapy*, second edition. Cengage

Annual program outcomes reporting and the *Counseling Outcomes Assessment Report* are available online at www.southern.edu/academics/edpsych/counseling/resources.html

Levers, L. L. (2022), *Theories and Interventions for managing trauma, Stress, Crisis, and Disaster*. Springer Publishing.

American Psychological Association (Ed.). (2022) *Diagnostic and statistical manual of mental disorders: DSM-5-TR* (Fifth edition, text revision). American Psychiatric Association Publishing.

III. SUPPLEMENTAL MATERIALS:

1. Selected books and articles:

Gehart, D. R. (2016) *Case documentation in counseling and psychotherapy: A theory informed, competency-based approach*. Cengage Publishing

Jongsma, A. E., Peterson, L. M., and Bruce, T. J. (2021) *The complete adult psychotherapy treatment planner* (Sixth Edition). Wiley

2. Selected Relevant Websites:

American Association of Christian Counselors: <http://www.aacc.net/>

American Counseling Association: <http://www.counseling.org/>

American Psychiatric Association: <http://www.psych.org/>

American School Counselor Association: <http://www.schoolcounselor.org/>

National Board for Certified Counselors: <http://www.nbcc.org/>

Therapist Aid: <https://www.therapistaid.com/>

IV. TECHNOLOGY REQUIREMENTS

Class meetings for this course will occur synchronous and asynchronous. The professor will record live sessions each week. Students have the option of attending live sessions, or viewing the recording on their own time. This course will utilize recorded lectures, online discussions, and case studies for you to complete when you have availability. Therefore, students will need to have a computer and internet service at their location.

V. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email it-helpdesk@southern.edu.

McKee Research & Writing Center: Call to make an appointment at [McKee Library](#): 423-236-2384, or email Sonja Fordham, Director of the Writing Center at the McKee Library at sfordham@southern.edu.

VI. BIBLICAL FOUNDATION OF THE COURSE

This course will be guided by a central concept taken from Matthew 5:3-10, the Beatitudes:

³ “God blesses those who are poor and realize their need for him, for the Kingdom of Heaven is theirs.⁴ God blesses those who mourn, for they will be comforted.⁵ God blesses those who are humble, for they will inherit the whole earth.⁶ God blesses those who hunger and thirst for justice, for they will be satisfied.⁷ God blesses those who are merciful, for they will be shown mercy.⁸ God blesses those whose hearts are pure, for they will see God.⁹ God blesses those who work for peace, for they will be called the children of God.¹⁰ God blesses those who are persecuted for doing right, for the Kingdom of Heaven is theirs.”

This course focuses on the critical thinking and planning a counselor does for client care. Through this semester students will reflect on the promises of the Beatitudes, remembering that as counselors they represent the hands and feet of Christ, and through their work those who are hurting are made well. When considering diagnosis, students will remember to be humble, merciful, and pure. In their treatment planning, students will remember to aim toward peace and righteousness. And in their advocacy work, may they hunger and thirst for righteousness, and be willing to suffer with their clients for the sake of Him.

VII. KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students should be able to develop:

1. Relevant counseling treatment or intervention plans [CACREP 2.F.5.h].
2. Measurable outcomes for clients [CACREP 2.F.5.i]
3. Evidence-based counseling strategies and techniques for prevention and intervention [CACREP 2.F.5.j].
4. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management [CACREP 5.C.3.a]
5. Techniques and interventions for prevention and treatment of a broad range of mental health issues [CACREP 5.C-3b].

VIII. HOW THE COURSE WORKS

A. Policies and Procedures

1. **Disclaimer:** The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.
2. **Disabilities and Accommodations**
 1. In keeping with the University’s policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (i.e. physical, learning, psychological, ADHD or other type), you are strongly encouraged to contact Disability Support Services at 423-236-2544, Bietz Center, 3rd floor, Suite

3900, or dss@southern.edu. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).

2. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

3. Academic Honesty

1. Faculty Responsibilities:
 - i. Professors must clearly explain the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
 - ii. Professors may assume “no collaboration” is the rule unless they state otherwise.
2. Student Responsibilities:
 - i. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others’ material as their own.
 - ii. Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with their professor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
 - iii. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
 - iv. The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students’ work to Turnitin once they have completed it.
3. TurnItIn:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students’ work to Turnitin or require that they do so.

4. Profile Picture Policy

1. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions [here](#)) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the

picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Students must keep in mind when uploading their profile picture, that it must meet the following guidelines:

- i. The photo should be a full-face likeness, similar to a passport photo or driver's license photo. No variations permitted.
- ii. Attire worn in the photo should adhere to the Southern Adventist University dress code.
- iii. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

5. Student Authentication (distance education students only)

1. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
2. Students should authenticate their identity by using **ONE** of the following options:
 - i. Authenticate in person at Southern Adventist University.
 - ii. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

6. Add/Drop Policy

1. *Dropping a class* and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.

2. *A grade of Incomplete (I)* will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an “F.” It is the student’s responsibility to make arrangements with the professor to complete the course on time.
3. *Tuition Refund:* A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

7. Transcripts

1. It is the students’ responsibility to request a transcript to be sent to their parent institution and/or their Seventh-day Adventist union registrar if needed. Students may access more information about this at
<http://www.southern.edu/administration/records/transcripts.html>

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

1. Methods of Instruction

As an synchronous and asynchronous course, the professor will utilize different online methods of instruction, including: recorded lectures, online discussion, audio visual materials, case studies, and a research project.

2. Diversity Considerations

In this course, students will take a close look at how cultural variables and gender issues inform treatment planning, diagnosis, and client outcomes. Students will complete a research project that looks specifically at minoritized populations that are impacted by mental health care and how counselors can build into their practice ways to advocate for and empower these population.

3. Incorporation of Research

1. *Students:* Students will be required to use research to support treatment planning interventions, discussion responses, and their advocacy research paper.
2. *Instructor:* The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate. Some examples of these resources are listed below:

- Ablon, J. S., Levy, R. A., Katzenstein, T. (2006). Beyond brand names of psychotherapy: Identifying empirically supported change processes. *Psychotherapy: Theory, Research, Practice, Training*, 43, 216– 231. doi: 10.1037/0033-3204.43.2.216
- Adams, C. M., Puig, A., Baggs, A., & Wolf, C. P. (2015). Integrating religion and spirituality into counselor education: Barriers and strategies. *Counselor Education and Supervision*, 54, 44- 56. <https://doi.org/10.1002/j.1556-6978.2015.00069.x>
- Bitter, J. R. (2021). *Theory and practice of couples and family counseling*. Alexandria, VA: American Counseling Association
- Chan, C. D., Cor, D. N., & Band, M. P.(2018). Privilege and oppression in Counselor education: An intersectionality framework. *Journal of Multicultural Counseling and Development*, 46, 58 – 73. <https://doi.org/10.1002/jmcd.12092>
- DeFife, J. A., & Hilsenroth, M. J. (2011). Starting off on the right foot: Common factor elements in early psychotherapy process. *Journal of Psychotherapy Integration*, 21, 172– 191. doi: 10.1037/a0023889
- Flückiger, C., Del Re, A. C., Wampold, B. E., Symonds, D., & Horvath, A. O. (2012). How central is the alliance in psychotherapy? A multilevel longitudinal meta-analysis. *Journal of Counseling Psychology*, 59, 10 – 17. doi: 10.1037/a0025749
- Fulton, C., Shannonhouse, L. (2014). Developing servant leadership through counselor community engagement: A case example. *Journal of Counselor Leadership and Advocacy*, 1(1), 98-111. <http://dx.doi.org/10.1080/2326716X.2014.886978>
- Hilsenroth, M. J., Cromer, T., & Ackerman, S. (2012). How to make practical use of therapeutic alliance research in your clinical work. In R. A. Levy J.
- Killian, T., & Floren, M. (2020). Exploring the relationship between pedagogy and counselor trainees' multicultural and social justice competence. *Journal of Counseling and Development*, 98, 295 – 307. <https://doi.org/10.1002/jcad.12324>
- Owen, J., Quirk, K., Hilsenroth, M., & Rodolfa, E. (2012). Working through: In- session processes that promote between session thoughts and *Journal of Counseling Psychology*, 59, 161– 167. doi: 10.1037/a0023616
- Owens, E. W., & Neale-McFall C. W. (2014). Counselor identity development: Toward a model for the formation of professional identity, *Journal of Counselor Leadership and Advocacy*, 1:1, 16-27, <https://doi.org/10.1080/2326716X.2014.886975>
- Molnar, Beth E.; Sprang, Ginny; Killian, Kyle D.; Gottfried, Ruth; Emery, Vanessa; Bride, Brian E. (2017). Advancing science and practice for vicarious traumatization/secondary traumatic stress: A research agenda. *Traumatology*, 23(2), 129 – 142. Educational Publishing Foundation.

Parrow, K., Sommers - Flanagan, J., Cova, J. S. Lungu, H. (2019). Evidence-based relationship factors: A new focus for mental health counseling research, practice, and training. *Journal of Mental Health Counseling*, 4(4), 327-342. <https://doi.org/10.17744/jmehc.41.4.04>

Person, M., Garner, C., Gholston, M., & Petersen, C. (2020). Counselor Professional Identity Development in CACREP and Non-CACREP Accredited Programs. *The Journal of Counselor Preparation and Supervision*, 13(1). <http://dx.doi.org/10.7729/131.1335>

Peters, H. C., & Vereen, L. G. (2020). Counseling leadership and professional counselor identity: A phenomenological study. *Journal of Counselor Leadership and Advocacy*, 7(2), 99-117. <https://doi.org/10.1080/2326716X.2020.1770143>

4. eClass

1. The website for course access is eclass.e.southern.edu. Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course grades. There are two ways that students can login to their online course. The course will appear as a link on their Southern Access account <https://access.southern.edu>. They can also put eclass.e.southern.edu into their browser and enter their username and password. If one method does not work, they may try the other method.
2. *System Requirements:* For system requirements, students will need to visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

5. Class Attendance/Presence

1. *Attendance policy:*
 - i. On days and times designated in the Course Schedule, this course will include synchronous class meetings via Zoom. These meetings will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Students must plan to attend these meetings, or watch the recorded session on their own time. Regular attendance, punctuality, and participation are essential for success in this class. Therefore, they are required unless arrangements have been made **in advance** with the professor.

Because this course is also asynchronous, each session will be recorded. Students who are unable to attend the live session are required to watch the recorded session then email a one paragraph synopsis of what was discussed in the session to the

professor. This email will count as your course attendance and participation. The recorded videos will be uploaded to eClass after each live session.

- ii. Students who attend the live session are required to share their Zoom video and remain visible to their classmates and professor until class is over. Students' attire should be appropriate for a classroom environment, even if they are connecting to class through Zoom.
- iii. Students who feel ill are encouraged to contact the University Health Center or another health care provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor **before any absence or within 24 hours** from missed class meetings.
- iv. For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several assignments without initiating any communication with the professor about the reasons, the student may be contacted.

6. Communication

1. eClass Announcements

- i. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the "News Forum" under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements

2. Southern Email

- i. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

An important reminder: when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line. For instance, if a student has a problem while taking the Week 1 Quiz, the email subject could say something like "COUN 556, Week 1 Quiz."

C. GRADES AND FEEDBACK PLAN

1. Accessing your grades in eClass

1. There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
2. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

2. Submission Times and Late Work Caution

1. Course assignments are to be submitted electronically to the course site, unless specifically indicated on the *Course Calendar* that they should be completed directly on MindTap.
2. Late work is at risk of not being accepted unless prior approval is received from the professor. It is the students’ responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, a student is ill or experiencing an emergency that is out of his or her control, the student must contact the professor immediately regarding the situation.
3. All assignments will be due on **Thursday nights at 11:59 p.m.**. On very rare occasions, students might lose internet connection or have other technical difficulties when it is very close to submission time. This may cause additional stress for students who are trying to complete their assignments at the last minute. Given this possibility, it is strongly recommended that students plan to start and finish their assignments way ahead of the deadline. This will give them enough margin for unexpected circumstances.
4. The professor recognizes that some students might be trying to manage very complicated academic and/or work schedules during this semester. As a result, following the plan recommended on item VIII.C-3.b above might not always be possible for them. For that reason, a period of grace will be given to complete assignments between Thursdays till Sunday by 11:59 p.m..
5. If an assignment has not been submitted by Sunday, according to the course schedule, a grade of zero will be entered in the grade book. **Note:** Although the zero grade may not appear in the grade book exactly at noon on the due date, the eClass system will automatically register the date and time when an assignment was submitted, whether it

was submitted before or after the deadline. If a student wishes to submit a missed assignment after the deadline, the student will need to email the professor explaining the reasons for the missed assignment and requesting permission to submit it. If approval is granted, the student should proceed to complete the assignment as soon as possible.

6. Once the missed assignment has been submitted, the student will be responsible for emailing the professor back, letting her know that the assignment is ready to be graded. ***This step will be important*** because the professor will not go back to review assignments that have been graded already, whether they were assigned a grade of zero or not. Therefore, the only way to get the zero removed from an assignment will be by emailing the professor to make her aware that the assignment is now ready for the change of grade.

3. Providing Feedback to the Professor

1. At any time during the semester, students may schedule appointments with the professor, during her office hours, to discuss any questions or ideas they might have that could help them learn the material better. An informal survey with feedback questions will also be collected at mid-point in the semester.
2. Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous, and the results are made available to instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

4. Receiving Feedback from the Professor

Feedback from the professor will be facilitated through the grading of academic assignments and professional dispositions required in this course.

a) Professional Dispositions and Conduct

Homrich, A. M. & Henderson, K. L. (2018) stated that clinical counseling programs must evaluate their students, not just based on their academic knowledge and skills, but also on their “consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.”

The Graduate Studies in Professional Counseling (GSPC) program at Southern Adventist University prepares students to become professional practitioners in the mental health care

field. Therefore, students enrolled in counseling courses are expected to always demonstrate professional dispositions and conduct. Towards that goal, students are evaluated every semester, based not only on their academic grades, but also on the professional dispositions and behavior that they model when relating to their professors, classmates, and others around them.

As part of the GSPC program evaluation of professional behavior, a percentage of this course's final grade will reflect how the student demonstrated professional attitudes and behaviors in this course during the semester. The rubric, *Evaluation of Student Professional Dispositions in Semester Courses* will be used to calculate that portion of the final grade. This rubric is posted and available to students on eClass. Students will be able to see and discuss with the professor at the end of the semester the scores they obtained on this evaluation if they wish to do so.

a) Academic Assignments

- i. **Attendance** – Points for attendance and participation will be given each week. Points are awarded when a student attends the live Zoom session, remains for the whole session, with their video on, and actively participates, or when a student later views the recorded session and provides the professor with a quick synopsis of what was covered in the recording.
- ii. **Quizzes** – Students will be required to take a total of 12 quizzes over the semester. The quizzes are based on the weekly readings from the textbooks. Each quiz is worth 10 points and are multiple choice. The quizzes are not timed, and students have two attempts per quiz.
- iii. **Case Studies** – Students will complete 6 case studies over the semester. Students will be either present with a written or video recording of a case study. The student will be required to identify a diagnosis and develop a treatment plan based on the presenting information. The student is required to provide DSM-5 TR support for their diagnosis, and provide evidence of differential diagnosis and ruling out. Each treatment plan must follow the template provided, reflect at least one of the predetermined theoretical orientations outlined for the case study, and have professional peer-reviewed literature to support chosen interventions.
- iv. **Online Discussion** – students will complete a total of 6 online discussions. Each discussion will have a question or questions to respond to, and will be focused on leadership and advocacy issues in treatment and diagnosis. Students are required to write an initial response By **Sunday, 11:59 pm** of at least 200 words that address the questions and provide at least two references with proper citations. The references should be from professional peer reviewed literature. Students will then respond to a peer by **Thursday 11:59 pm** of the following week. The post should be thoughtful and

responsive to what their peer shared, and provide additional information or thoughts about the topic.

- v. **Advocacy and Mental Health Treatment Paper** – Student will write a research paper addressing a topic of their choosing. The topic should reflect an advocacy issue they have identified in treatment planning and diagnosis. The research paper should provide an in-depth description of the problem, the population most affected, and solutions for how counselors can advocate and bring about changes for this population through. Research support is required, at least 10 sources should be cited and referenced. References should be from reputable sources, including peer-reviewed journals, professional literature, or news and journalism articles. The paper should be at least 8 pages in length, including the list of references and a title page. The paper should be written in APA format with attention given to proper citations, and scientific writing guidelines.

5. Grading Criteria:

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *VII- Knowledge and Skill Outcomes*) being assessed by the given requirement.

COURSE REQUIREMENT	NUMBER OF POINTS	APPROX. PERCENTAGE	EXPECTED OUTCOME
Attendance (15 X 2)	30	8	
Quizzes (12 X 10)	120	30	1 – 5
Case studies (6 X 20)	120	30	1 – 5
Online Discussions (6 X 15)	90	22	5
Advocacy Paper	30	8	1 – 5
Disposition	10	2	
TOTAL	400	100	

1. Distribution of Scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

Letter Grade	Point Range	Percentage Range
A	808 – 860	94 – 100%
A-	774 – 807	90 – 93%
B+	748 – 773	87 – 89%
B	722 – 747	84 – 86%
B-	688 – 721	80 – 83%
C+	662 – 687	77 – 79%
C	636 – 661	74 – 76%
C-	602 – 635	70 – 73%
D+	576 – 601	67 – 69%
D	550 – 575	64 – 66%
D-	516 – 549	60 – 63%
F	0 – 515	

[See Course Calendar on Next Page]

IX. COURSE CALENDAR

DATE	TOPIC FOR CLASS DISCUSSION	CACREP STANDARD TAUGHT	MODULE ASSIGNMENTS FOR THE WEEK	ASSIGNMENT DUE DATE/TIME
Thurs mm/dd	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Course Syllabus & Expectations ○ Introduction: to Course 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues</p> <p>[CACREP 2.F.5.h] Developmentally relevant counseling treatment or intervention plans.</p>	<ul style="list-style-type: none"> ✓ Levers: CHS 1 & 2 Gehart: CH 1 ✓ Take Quiz 1 	<p>Quiz 1: 9/1 – 11:59 PM</p>
Thurs mm/dd	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Introduction: Counseling theory and treatment planning ○ Introduction: theoretical context and neurobiology and trauma 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues</p> <p>[CACREP 2.F.5.h] Developmentally relevant counseling treatment or intervention plans.</p>	<ul style="list-style-type: none"> ✓ Levers: CHS 3 & 4 Gehart: CH 2 ✓ Take Quiz 2 ✓ Complete Discussion #1 	<p>Quiz 2: 9/8 – 11:59 PM</p> <p>Discussion #1: 1st post – 9/4, 11:59 PM 2nd post – 9/8, 11:59 PM</p>
Thurs mm/dd	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Treatment planning: Analytic theories, Jungian theories, and Adlerian Therapy ○ Review: DSM diagnosis 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues</p> <p>[CACREP 2.F.5.h] Developmentally relevant counseling treatment or intervention plans.</p> <p>[CACREP 5.C.3.a] Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p> <p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<ul style="list-style-type: none"> ✓ Gehart: CHS 3 - 5 ✓ Take Quiz 3 ✓ Turn in Case study #1 – Theories: Analytic, Jungian, or Adlerian 	<p>Quiz 3: 9/15 – 11:59 PM</p> <p>Case Study #1: 9/15 – 11:59 PM</p>

<p>Thurs mm/dd</p>	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Trauma Theory: Grief and loss & sexual trauma ○ Introduction: differential diagnosis 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<ul style="list-style-type: none"> ✓ Levers: CHS 5-6 ✓ Take Quiz 4 ✓ Complete Discussion #2 	<p>Quiz 4: 9/22 – 11:59 PM</p> <p>Discussion #2: 1st post – 9/18, 11:59 PM 2nd post – 9/22, 11:59 PM</p>
<p>Thurs mm/dd</p>	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Treatment Planning: Person-centered and Existential ○ Trauma theory: Childhood and Adolescence 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues [CACREP 2.F.5.h] Developmentally relevant counseling treatment or intervention plans. [CACREP 5.C.3.a] Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<ul style="list-style-type: none"> ✓ Levers: CHS 7 & 8 Gehart: CHS 6 & 7 ✓ Take Quiz 5 ✓ Turn in Case study #2 Theories: Person-centered, Existential, or gestalt 	<p>Quiz 5: 9/29 – 11:59 PM</p> <p>Case Study #2: 9/29 – 11:59 PM</p>
<p>Thurs mm/dd</p>	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Treatment Planning: Gestalt ○ Trauma theory: Adults, Intimate partner violence, survivorship, and disability 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues [CACREP 2.F.5.h] Developmentally relevant counseling treatment or intervention plans. [CACREP 5.C.3.a] Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<ul style="list-style-type: none"> ✓ Levers : CHS 9-11 Gehart : CH 8 ✓ Take Quiz 6 ✓ Complete Discussion #3 	<p>Quiz 6: 10/6 – 11:59 PM</p> <p>Discussion #3: 1st post – 10/2, 11:59 PM 2nd post – 10/6, 11:59 PM</p>

<p>Thurs mm/dd</p>	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Treatment Planning: CBT, and evidenced based CBT ○ Trauma theory: Older adults 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues [CACREP 2.F.5.h] Developmentally relevant counseling treatment or intervention plans. [CACREP 5.C.3.a] Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<ul style="list-style-type: none"> ✓ Levers : CH 12 Gehart : CHS 9 & 10 ✓ Take Quiz 7 ✓ Turn in Case study #3 Theories: CBT, and evidenced based CBT 	<p>Quiz 7: 10/20 – 11:59 PM</p> <p>Case Study #3: 10/20 – 11:59 PM</p>
<p>MID-SEMESTER BREAK: OCTOBER __ - __ , NO CLASS</p>				
<p>Thurs mm/dd</p>	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Treatment Planning: Systematic Family Counseling ○ Trauma theory: Trauma and addiction, criminal victimization, and trauma related to suicide and homicide 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues [CACREP 2.F.5.h] Developmentally relevant counseling treatment or intervention plans. [CACREP 5.C.3.a] Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<ul style="list-style-type: none"> ✓ Levers : CHS 13-15 Gehart : CH 11 ✓ Take Quiz 8 ✓ Complete Discussion #4 	<p>Quiz 8: 10/27 – 11:59 PM</p> <p>Discussion #4: 1st post – 10/23, 11:59 PM 2nd post – 10/27, 11:59 PM</p>
<p>Thurs mm/dd</p>	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Trauma theory: social Justice, Advocacy and Minoritized populations ○ Introduction: the DSM, diagnosis, managed care, and multicultural issues 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<ul style="list-style-type: none"> ✓ Levers : CHS 16-18 ✓ Take Quiz 9 ✓ Turn in Case study #4 Theory: Systematic Family Counseling 	<p>Quiz 9: 11/3 – 11:59 PM</p> <p>Case Study #4: 11/3 – 11:59 PM</p>

Thurs mm/dd	<ul style="list-style-type: none"> ○ Prerecorded Session ○ Trauma Theory: Historical trauma, Mass violence, and School violence 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues</p> <p>[CACREP 2.F.5.h] Developmentally relevant counseling treatment or intervention plans.</p>	<ul style="list-style-type: none"> ✓ Levers : CHS 19-21 ✓ Take Quiz 10 ✓ Complete Discussion #5 	<p>Quiz 10: 11/10 – 11:59 PM</p> <p>Discussion #5: 1st post – 11/6, 11:59 PM 2nd post – 11/10, 11:59 PM</p>
Thurs mm/dd	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Treatment Planning: Post modern, solution focused, narrative, and feminist approaches ○ Writing Lab: Research Paper 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues</p> <p>[CACREP 2.F.5.h] Developmentally relevant counseling treatment or intervention plans.</p> <p>[CACREP 5.C.3.a] Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<ul style="list-style-type: none"> ✓ Gehart : 12-14 ✓ Take Quiz 11 ✓ Turn in Case study #5 <p>Theories: Post-modern, solution focused, narrative, and feminist approaches</p>	<p>Quiz 11 11/17 – 11:59 PM</p> <p>Case Study #5: 11/17 – 11:59 PM</p>
Thurs mm/dd	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Trauma Theory: Natural disasters, first responder mental health, and other traumas related to war 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues</p> <p>[CACREP 2.F.5.h] Developmentally relevant counseling treatment or intervention plans.</p> <p>[CACREP 5.C.3.a] Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<ul style="list-style-type: none"> ✓ Levers : CHS 22-25 ✓ Take Quiz 12 ✓ Complete Discussion #6 	<p>Quiz 12: 12/1 – 11:59 PM</p> <p>Discussion #6: 1st post – 11/27, 11:59 PM 2nd post – 12/1, 11:59 PM</p>
THANKSGIVING BREAK: NOVEMBER ___ - ___				
Thurs mm/dd	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Trauma: Assessment and treatment issues ○ Writing Lab 	<p>[CACREP 5.C-3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<ul style="list-style-type: none"> ✓ Levers : Section V ✓ Turn in Case study #6 <p>Theory: integrative approach</p>	<p>Case Study #6: 12/8 – 11:59 PM</p>

<p>Thurs mm/dd</p>	<ul style="list-style-type: none"> ○ ZOOM CLASS SESSION ○ Trauma: Professional Concerns for trauma, Crisis, and Disaster Counselors ○ Treatment Planning: Theoretical integration 	<p>[CACREP 5.C.3b] Techniques and interventions for prevention and treatment of a broad range of mental health issues</p> <p>[CACREP 2.F.5.h] Developmentally relevant counseling treatment or intervention plans.</p> <p>[CACREP 5.C.3.a] Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<ul style="list-style-type: none"> ✓ Levers : Section VI Gehart: CHS 15+16 ✓ Turn in Research Paper 	<p>Research paper: 12/15 – 11:59 PM</p>
<p>Thurs mm/dd</p>	<p>Test Week no Zoom Class</p>		<ul style="list-style-type: none"> ✓ Levers : CH 33 	<p>RESEARCH PAPER DUE – 11:59 PM</p>

APPENDIX A

Southern School of Education & Psychology Conceptual Framework For Professional Counseling Programs

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

- D. *Mission of the School of Education and Psychology:* Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.
- E. *Goal of the School of Education and Psychology:* The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles:
1. a caring person,
 2. an informed facilitator,
 3. a reflective decision maker, and
 4. a committed professional.

Together, these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

F. *Core Curricular Experiences and Learning Outcomes:*

1. As a *Caring Person*, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) effective ***counseling, prevention, and intervention***;
 - (b) service to clients who represent ***diverse populations***; and
 - (c) ***advocacy*** to better the lives of individuals and communities.
2. As an *Informed Facilitator*, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
 - (a) meaningful ***assessment*** that facilitates a plan of action,
 - (b) ***diagnosis*** leading to appropriate treatment, and
 - (c) promoting optimal ***academic development*** in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) conduct **research** that contributes to the knowledge base of the profession;
 - (b) critically **evaluate** research and apply current information to decision making; and
 - (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
 - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
 - (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice; practice;
 - (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
 - (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
 - (e) **leading** in the development and management of counseling practice in a clinical or school setting.