Effective Counseling and Treatment Planning  
COUN 6703

Instructor: Fern Richie, DSN, APRN-BC  
Email: mary.richie@lipscomb.edu; fernrichie@gmail.com  
Office Hours: Available by appointment  
Class Location: Swang, Room 242  
Credit Hours: 3.0

Course Description:  
This course provides advanced study of the process of counseling, with emphasis on treatment planning strategies, rapport building, and developing counseling skills.

Course Objectives:

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<tr>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>LEARNING ACTIVITIES</th>
<th>ASSESSMENT</th>
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| Theories, Models, Counseling Interventions  
CORE 11.G.5.D. | Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions  
Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of supervision  
Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders | Q and A  
Assigned readings; Powerpoint; Five in-class case study analyses (small group format) | Case Analyses (2)  
Case Conceptualizations (2)  
Midterm Examination |
| CMHC.A.5. | Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders  
Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning  
Knows the principles and models of assessment, case conceptualization, theories | Read and discuss sample case conceptualizations; assigned readings; Powerpoint; in-class case conceptualization (small group format) | Case Analyses (2)  
Case Conceptualizations (2)  
Midterm Examination |
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<th>GOALS</th>
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<tr>
<td><strong>Case Conceptualization and Diagnosis</strong>&lt;br&gt;(cont.)</td>
<td><strong>CMHC.K.2.</strong>&lt;br&gt;Knows the principles of the diagnostic process, including differential diagnosis, and use of current diagnostic tools, such as current edition of DSM</td>
<td>Q and A&lt;br&gt;Assigned readings&lt;br&gt;Powerpoint&lt;br&gt;Five in-class case analyses (small group format)</td>
<td>Case Analyses (2)&lt;br&gt;Midterm Examination</td>
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<td><strong>CMHC.L.1.</strong>&lt;br&gt;Understands established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care</td>
<td><strong>CMHC.L.2</strong>&lt;br&gt;Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client, and discuss differential diagnosis with collaborating professionals</td>
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<td><strong>Treatment Planning</strong>&lt;br&gt;<strong>CMHC.C.2</strong>&lt;br&gt;Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Q and A&lt;br&gt;Assigned readings&lt;br&gt;Powerpoint&lt;br&gt;Five in-class case analyses (small group format)</td>
<td>Case Analyses (2)&lt;br&gt;Midterm Examination</td>
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<td><strong>CMHC.C.7</strong>&lt;br&gt;Knows the principles of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans</td>
<td><strong>CMHC.H.1</strong>&lt;br&gt;Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols</td>
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<td><strong>CMHC.G.1</strong>&lt;br&gt;Identifies standard screening and</td>
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<td><strong>Addiction</strong>&lt;br&gt;<strong>CORE 11.G.3.G</strong>&lt;br&gt;Knows the disease concept and etiology of addiction and co-occurring disorders&lt;br&gt;<strong>CMHC. C.4</strong>&lt;br&gt;Identifies standard screening and&lt;br&gt;<strong>CMHC. G.4</strong>&lt;br&gt;Discuss readings&lt;br&gt;Powerpoint&lt;br&gt;Guest speaker&lt;br&gt;Attend 12-step meeting</td>
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<td>Midterm Examination&lt;br&gt;12-Step Meeting&lt;br&gt;Reflection Paper</td>
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<td><strong>CMHC.H.4</strong>****</td>
<td><strong>assessment instruments for substance use disorders and process addictions</strong> Knows the impact of co-occurring substance use disorders on medical and psychological disorders Applies the assessment of client’s stage of dependence, change, or recovery to determine appropriate treatment modality and placement criteria within the continuum of care</td>
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<td>Family/Systems Perspectives <strong>CORE 11.G.5.E CMHC.C.8</strong></td>
<td>A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders</td>
<td>Q and A Discuss readings Powerpoint Five in class case analyses (small group format)</td>
<td>Case analyses (2) Midterm Examination Long Reflection Paper</td>
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<td>Crisis and Suicide <strong>CORE.11.G.5.G CMHC.D.6</strong></td>
<td>Crisis intervention and suicide prevention models, including the use of psychological first aid strategies Demonstrates the ability to use procedures for assessing and managing suicide risk</td>
<td>Discuss readings Powerpoint In class case analysis (small group format)</td>
<td>Case Analyses (2) Midterm Examination</td>
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<td>Medications <strong>CMHC.G.3</strong></td>
<td>Understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations so that side effects of meds can be identified</td>
<td>Discuss readings Powerpoint Guest speaker</td>
<td>Case Analyses (2) Midterm Examination</td>
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<td>Placement/Continuum of Care <strong>CMHC.C.5 CMHC.H.4</strong>****</td>
<td>Understands the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network Applies the assessment of a client’s stage of dependence, change, or recovery to determine appropriate treatment modality and placement criteria within the continuum of care</td>
<td>Q and A Discuss readings Powerpoint Five in class case analyses (small group format)</td>
<td>Case Conceptualizations (2) Case Analyses (2) Midterm Examination</td>
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### Wellness and Prevention

**CORE 11.G.5.A**

- **ACTIVITIES**
  - An orientation to wellness and prevention as desired counseling goals
  - Five in class case analyses (small group format)
  - Wellness exercise

- **GOALS**
- **OBJECTIVES**
- **LEARNING ACTIVITIES**
- **ASSESSMENT**
  - Case Analyses (s)
  - Midterm Examination

### Consultation

**CORE 11.G.5.G**

- **ACTIVITIES**
  - A general framework for understanding and practicing consultation

- **GOALS**
- **OBJECTIVES**
  - Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders
  - Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services

- **LEARNING ACTIVITIES**
  - Five in class case analyses (small group format)
  - Discuss readings

- **ASSESSMENT**
  - Pre-Suppositions Exercise
  - Case Conceptualizations (2)
  - Case Analyses (2)

### Required Texts


### Supplemental Reading

Additional readings, including journal articles, book chapters, and first-person accounts of counseling and mental illness are posted in the weekly Blackboard modules. These are listed below, and also noted in the Course Schedule.

- “Mental Status Exam,” book chapter from: **Synopsis of Psychiatry**, (8th ed), Kaplan and Sadock (Eds.).

**Class Expectations:**
Students are expected to:
1. Attend and be on time for all class sessions.
2. Complete all reading assignments and be prepared to interact with the professor and other students on the assigned topic.
3. Complete all assignments by 5:00 pm on the due date. **Assignments are to be submitted electronically as Word documents via email.**
   a. **The professor is very willing to negotiate delayed due dates for assignments when personal circumstances arise. It is the student’s responsibility to contact the professor to arrange alternative due dates.**
   b. **If an alternative due date has not been arranged with the professor prior to the date/time an assignment is due, 1.5 points/day will be deducted from the grade.**
4. Have the Blackboard readings and case studies accessible during class, either electronically or hard copy.
5. Bring DSM-IV-TR Manual to each class.
6. Check email on Blackboard on a regular basis to receive updates from the professor.
7. Utilize scientific and clinical language in writing assignments. **Papers utilizing colloquial language will be returned for resubmission using appropriate language.**

**Academic Integrity Policy:**
Students are expected to adhere to Lipscomb’s Academic Integrity Policy. **All answers on the midterm exam should come from your memory, not from the textbook or any other source.** Sharing exam questions with other students, or taking the exam with another student’s help is a serious integrity violation. All integrity violations are reported in writing to the Academic Integrity Counsel. For clarification, refer to the policy: [http://academics.lipscomb.edu/content.asp?CID=5329&SID=12](http://academics.lipscomb.edu/content.asp?CID=5329&SID=12).

**Class Schedule Disruption Policy**
Except in the rarest of instances, Lipscomb University does not cancel classes or close offices. However, should an event (weather-related or otherwise) occur that requires disruption of the entire Lipscomb University class schedule, students will be notified via multiple venues including the Lipscomb homepage (www.lipscomb.edu), a text message sent through LU ALERT ([http://lualert.lipscomb.edu](http://lualert.lipscomb.edu)), and the Lipscomb Weather Information Line (966-1836). For information on possible snow-related closures or “late starts,” students should consult local television stations (2-WKRN, 4-WSMV, 5-WTVF and 6-WZTV, and Channel 9 on campus). Students should look for information regarding “Lipscomb University,” not “David Lipscomb Campus Schools.”

**Student’s Responsibility for Notification of Extended Absence**
In the case of individual absences, students should contact their professors directly. However, students who find themselves in circumstances which would cause them to miss classes for an extended period of time (e.g., missing a week or more of classes due to illness) should contact Steve Prewitt, Associate Provost for Student Academic Support, (steve.prewitt@lipscomb.edu; 615-966-5804). The Associate Provost for Student Academic Support will communicate the student's situation to the appropriate faculty members. Students are expected to provide timely notification to the Associate Provost for Student Academic Support regarding any extended absence and may be required to provide supporting documentation for their absences.

Assignments
Self-Assessment
This is an ungraded questionnaire to be completed at the beginning of the semester. The Self-Assessment gives the student the opportunity to explore his/her own perspectives on the issue of counseling and planning counseling interventions, and prepares the student to write the Pre-Suppositions/Ethics paper.

✓ Due Monday, May 20 @ 5:00 pm

Presuppositions/Ethics Exercise (20 points)
Identify and discuss your own presuppositions: the primary presuppositions that function as you approach the counseling encounter. In other words, what do you take for granted? What are the fundamental assumptions/perspectives that you accept as given and true and unnecessary to prove? What beliefs and biases do you bring to the counseling encounter? (4-5 pages)

✓ Due Monday, May 27 @ 5:00 pm

Case Conceptualizations (10 points and 15 points, respectively)
Two case studies will be presented via Blackboard. Students will submit a 2 page paper that discusses the conceptualization of the case, including

a. Identification of symptoms/problems/strengths
b. Identify client’s stage of change and characteristic defenses; provide rationale for your decisions
c. Identify stressors/events that may have led to the problems
d. Identify preexisting vulnerabilities of the client
e. Identify cultural variables relevant to the client
f. Develop hypotheses that are derived from one or more theoretical orientations that link symptoms, stressors, and preexisting vulnerabilities in a way that explains the client’s presentation
g. Develop multi-axial diagnosis for the client

A reference list of sources used to develop the conceptualization must be included. (2-3 pages)

✓ Due Monday, June 10 @ 5:00 pm (10 points) Due Monday, June 17 @ 5:00 pm (15 points)

Case Analyses (20 and 25 points, respectively)
Two case studies will be presented via Blackboard. Students will submit a written analysis of the case, including

a. Discussion of assessment data; further information needed
b. Use of any standardized screening measures to further assess and diagnose
c. Discussion of differential diagnosis: which diagnoses are confirmed and which diagnoses are under consideration and must be ruled out
d. Conceptualization of case, including identification of client’s stage of change, defenses utilized by the client, and cultural variables relevant to the client
e. Develop multi-axial diagnosis for the client
f. Identify 2-3 short term goals for the client
g. Identify 2-3 long term goals for the client
h. Develop a complete treatment plan that is theoretically based; include specific strategies and techniques that will be used
i. Identify any cultural and/or ethical issues that must be addressed
j. Identify potential countertransference issues that might arise

A reference list used to support the analysis must be included. (5 pages)
✓ Due Monday, July 1 @ 5:00 pm (20 points)
✓ Due Monday, July 22 @ 5:00 pm (25 points)

Midterm Examination (30 points)
The midterm examination will consist of short answer and essay questions. Items will be developed from class discussion, material from the texts, guest speakers, and handouts. Bring Blue Books or paper for recording your answers. Or, you may bring a laptop and e-mail your answers as a Word document to the professor at the conclusion of the exam.
✓ Monday, June 24 @ 5:00 pm

12-Step Meeting Reflection Paper (20 points)
Students are required to observe/participate in an OPEN 12-Step Recovery Meeting, and to submit a reflection paper describing the experience. Topics that can be addressed include reason for attending the particular meeting selected, analysis of group process, identification of healing dynamics observed, and what the students found most helpful from the meeting that can be used in his/her counseling practice. The student will also pose any questions that are left unanswered, and any concerns that s/he has regarding the 12-Step approach. (3-4 pages)
✓ Due Monday, July 8 @ 5:00 pm

Long Reflection Paper (20 points)
Develop a personal essay that addresses thoughts and feelings that come up for you re: “Can You Call a 9-Year-Old a Psychopath?” OR “When My Crazy Father Actually Lost His Mind,” articles that are posted on Blackboard. You might want to address new information that you learned from reading the article, or discuss feelings that come up for you as you read and think about the family story of mental illness. Perhaps you might look at the case from a systems perspective, or develop a plan for the family were you asked to provide consultation for the case. You are encouraged to think creatively about this assignment. (4-5 pages)
✓ Due Monday, July 15 @ 5:00 pm

Final Reflection Paper (15 points)
Identify an “a-ha” moment that you have had this semester. This may be a new way of looking at an issue, or a concept that is new to you. It could be an approach to treatment planning that you now understand, or something that you have learned that will help you to be a more effective counselor. Develop a 2-page essay that describes how you will incorporate this learning into your work as a counselor, and how the insight will inform your practice. You will have the opportunity to share your reflections during the last class meeting. (2 pages)
✓ Due Monday, July 29 @ 5:00 pm
Evaluation/Grading
There are a total of **175** points possible in the course. Grades will be stored on Blackboard where you will be able to keep track of them. Your final grade will be based on the number of points accumulated. All assignments must be submitted to the professor’s email address by the due date/time, and are to be submitted electronically as Word documents. Requests for late submission of work must be negotiated with the professor prior to the due date/time. **A deduction of 1.5 points/day will occur when work is submitted after the due date/time if no prior arrangements have been made with the professor.** All material for written assignments (case studies, articles, etc.) will be kept in a folder labeled “Assignments” in Blackboard.

- **A** = 90% of points or better (157.5 points or more)
- **B** = 80-89.9% of points or better (140 – 157 points)
- **C** = 70-79.9% of points or better (122.5 – 139.5 points)
- **F** = less than 70% of points (122 points or less)

“How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong. Because some time in your life you will have been all of these.”

George Washington Carver
## Course Schedule:

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<tr>
<th>DATE</th>
<th>GOALS</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td>Week 1 May 13</td>
<td>Getting started: What is evidenced-based counseling?</td>
<td>Course overview Overview of Self-Assessment Overview of 12-step meeting attendance</td>
<td>Introductions True/False Exercise Read/discuss “A Cherokee Legend of Two Wolves”</td>
<td>Self-Assessment due at 5:00 p.m.</td>
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<td>Week 2 May 20</td>
<td>Knowledge/skill in case conceptualization Understanding defenses The conundrum of diagnosis Initiating counseling</td>
<td>Mental Status Exam and Defenses: A Review Process of Case Conceptualization Ins &amp; Outs of Diagnosis The First Session: Do’s and Don’ts</td>
<td>Seligman, Ch 1 Perry, Intro and Ch 1 “Mental Status Exam” (book chapter posted on Bb) “Diagnosis: Human” (article posted on Bb)</td>
<td>Discuss readings Powerpoint Review a case conceptualization Practice MSE on classmates</td>
<td>Pre-Suppositions Exercise due at 5:00 pm</td>
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<td>Week 3 May 27</td>
<td>No Class Memorial Day Holiday</td>
<td>No Class Memorial Day Holiday</td>
<td>Consider attending the 12-step meeting during this week</td>
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<td>Week 4 June 3</td>
<td>Knowledge/skill in planning treatment for mood disorders Importance of stage of change Developing counseling skills</td>
<td>Mood Disorders Transtheoretical Model of Change Cognitive Therapy Skills Process Skills</td>
<td>Seligman, Ch. 4 Perry, Ch. 3, 7 Case Study # 1 (posted on Bb) Case Study Discussion Questions (posted on Bb)</td>
<td>Q and A Discuss readings Powerpoint Case Study # 1 in small groups</td>
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<td>Week 5</td>
<td>Knowledge/skill in planning treatment for anxiety disorders</td>
<td>Anxiety disorders</td>
<td>Seligman, Ch. 5</td>
<td>Q and A</td>
<td>Case Conceptualization #1 due at 5:00 pm</td>
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<td>June 10</td>
<td>Knowledge/skill in counseling the angry client</td>
<td>Anger Administrative Skills in Counseling</td>
<td>Perry, Ch. 4, 14 (posted on Bb)</td>
<td>Discuss readings</td>
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<td>Skill in critiquing models and techniques</td>
<td>Practice Wellness and Prevention</td>
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<td>Powerpoint</td>
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<td>Wellness exercise</td>
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<td>Read and critique Script # 1</td>
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<td>Week 6</td>
<td>Disorders of Impulse and Behavior Control</td>
<td>Seligman, Ch. 6</td>
<td>Discuss readings</td>
<td>Case Conceptualization # 2 due at 5:00 pm</td>
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<td>June 17</td>
<td>Knowledge/skill in planning treatment for disorders of impulse control</td>
<td>Clinical Thinking Skills</td>
<td>Perry, Ch. 5 and 13 (posted on Bb)</td>
<td>Powerpoint</td>
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<td>Developing clinical thinking skills</td>
<td>Midterm Review</td>
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<td>Guest Speaker</td>
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<td>Readiness for Midterm Exam</td>
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<td>Case Study # 2 in small groups</td>
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<td>Week 7</td>
<td>Midterm Exam</td>
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<td>Week 8</td>
<td>Knowledge/skill in planning treatment for situationally</td>
<td>Situationally Precipitated Disorders</td>
<td>Q and A</td>
<td>Case Analysis # 1 due at 5:00 pm</td>
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<td>July 1</td>
<td>precipitated disorders</td>
<td>Strengths Based Counseling Countertransference</td>
<td>Seligman, Ch. 3 “Schizophrenic and Successful”</td>
<td>Discuss readings</td>
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<td>Knowledge/skill in strengths based counseling</td>
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<td>(article posted on Bb)</td>
<td>Powerpoint</td>
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<td>Understanding and managing countertransference</td>
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<td>Countertransference exercise</td>
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<td>Week 9</td>
<td>July 8</td>
<td>Knowledge/skill in planning treatment for children and teens</td>
<td>Counseling children and teens, Referring for meds, Collaboration with prescribers, Solution focused and problem solving skills</td>
<td>Seligman, Ch. 2, Perry, Ch. 6, &quot;Introduction&quot; &amp; &quot;Integrated Models&quot; (book chapters posted on Bb), Case Study # 3</td>
<td>Discuss readings, Powerpoint, Discuss Case Study # 3 in small groups</td>
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<td>Week 10</td>
<td>July 15</td>
<td>Knowledge/skill in planning treatment for personality disorders, Understanding faith and spiritual issues in counseling, Skill in critiquing models and techniques, Understanding labels and diagnoses</td>
<td>Personality Disorders, Faith and Spiritual Issues in Counseling DSM-V and Diagnosis, Client’s Perspective on Labels and Diagnoses</td>
<td>Seligman, Ch. 8, “Through a Glass Darkly” (article posted on Bb), “Defining Mental Illness” (article posted on Bb), Script # 2</td>
<td>Q and A, Discuss readings, Powerpoint, Read and critique Script # 2, Countertransference exercise</td>
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<tr>
<td>Week 11</td>
<td>July 22</td>
<td>Knowledge/skill in planning treatment for disorders with physical and psychological factors, Knowledge/skill re: Insight-Oriented Therapies, Addressing cultural factors</td>
<td>Disorders with Physical and Psychological Factors Insight-Oriented Therapies Cultural Considerations</td>
<td>Seligman, Ch. 7, Perry, Ch. 9, Case Study # 4 (posted on Bb), “How Therapy Can Help in Golden Years” (article posted on Bb), DSM, Appendix I</td>
<td>Q and A, Discuss readings, Powerpoint, Case Study # 4 in small groups</td>
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<td>Week 12</td>
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<td>Knowledge/skill in planning treatment for Psychotic Disorders, Behavior Therapy</td>
<td></td>
<td>Seligman, Ch. 9, Seligman, p.</td>
<td>Discuss readings, Powerpoint</td>
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| July 29 | psychotic disorders  
Knowledge/skill in behavior therapy skills  
Skill in screening for dangerousness to self/others  
Final reflections | Skills  
Screening for Dangerousness to Self and others | 453-460  
Perry, Ch. 8 | Discuss Final Reflection Papers | pm |