



WINEBRENNER  
THEOLOGICAL SEMINARY

*“Winebrenner equips leaders for service in God’s Kingdom.”*

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**Term:** Term Year; (Day, Time)

**Course:** CC 6100: Treatment of Mental & Emotional Disorders [C]

**Instructor:**

**Phone:**

**Email:**

**Office/Contact Hours:**

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MACC Syllabus

#### COURSE DESCRIPTION

This course presents students with methods used in treatment and management of mental disorders including intake practices, mental status assessment, treatment planning, record keeping, referral procedures, and use of psychotropic medication. (3 hours)

#### COURSE OUTCOMES

This course addresses the following 2024 CACREP standards for Clinical Mental Health Counseling Programs. At the conclusion of this course, the successful student will be able to:

1. Articulate the etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders. (CACREP 5.C.1)
  - *Assessment occurs through assigned readings, Client Maps, exams.*
2. Apply techniques and interventions for prevention and treatment of a broad range of mental health issues. (CACREP 5.C.5)
  - *Assessment occurs through client maps, role play presentation, exams*
3. Demonstrate an understanding of the counseling process, including conducting intake interviews, mental status evaluations, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. (CACREP 5.C.4)
  - *Assessment occurs through client maps, role play presentation, exams*

4. Articulate the diagnostic process, including differential diagnosis, the use of current DSM classifications, and the ICD. (CACREP 3.G.11)
  - *Assessment occurs through Client Maps, class presentations, and exams.*
5. Apply sound record-keeping and documentation skills. (CACREP 3.E.16)
  - *Assessment occurs through role play presentation and exams*
6. Articulate the contextual dimensions of crisis intervention, trauma-informed, community-based, and disaster mental health strategies. (CACREP 3.E.20)
  - *Assessment occurs through client maps and presentations*
7. Understand the ethical implications of diagnoses through the legislation and government policies, cultural factors, professional organizations, standards and credentials relevant to practice of clinical mental health counseling. Including the understanding of the legal and ethical considerations and record keeping, third party reimbursement and other practice and management issues in clinical mental health counseling (CACREP 5.C.3)
  - *Assessment occurs through case studies, Role Play Presentation, exams*
8. Identify counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management. (CACREP 3.A.3)
  - *Assessment occurs through case studies, Role Plays, and client maps*
9. Demonstrate case conceptualization skills using a variety of models and approaches. (CACREP 3.E.3)
  - *Assessment occurs through client maps and presentations*
10. Demonstrate procedures for assessing and managing suicide risk. (CACREP 3.G.13)
  - *Assessment occurs through case studies, Role Plays, and client maps*

## REQUIRED TEXTBOOKS

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. (7<sup>th</sup> ed.). Author. ISBN 978-1433832161.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders*. (5<sup>th</sup> ed.). Author. ISBN 978-0890425558

Jongsma, A. (2014). *The complete adult psychotherapy treatment planner*. (5<sup>th</sup> ed.). John Wiley & Sons. ISBN 978-1118067864

Emlett, M. (2017). *Descriptions and prescriptions: A biblical perspective on psychiatric diagnoses and medications*. New Growth Press. ISBN 9781945270116

Seligman, L. & Reichenberg, L. W. (2016). *Selecting effective treatments: A comprehensive systemic guide to treating mental disorders*. (5<sup>th</sup> ed.). John Wiley & Sons. ISBN 978-1-118-79135-6

Sutton, R. (2015). *The counselor's steps for progress notes*. (2<sup>nd</sup> ed.). CreateSpace Independent Publishing Platform. ISBN 978-1514643587

**Additional required reading available on Populi.**

## METHODOLOGY

Didactic and experiential learning activities, learning contracts, interaction with reading assignments, class handouts, in-class discussions, small group discussions, chats, pop quizzes, multimedia, guest speakers, written assignments, in- and out of class assignments, development of critical thinking skills, demonstration of desired skills, and purposeful experiences.

Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Learning is synergistic; it deals with abstract or theoretical ideas that have not yet been fully understood or internalized and constructing learning and mastering concepts requires the community of learners sharing together—verbally. It's not a repetition of facts; if that's all we were interested in we could just do a quiz on the reading and be done. It's not a debate or an argument or posturing. Our class sessions are where we all can ask questions, make assertions, share concerns or doubts, express opinions, navigate new ideas, and encounter new ways of thinking. Everyone's input is vital to the learning environment. Quiet observation may have its place for most of the class session, but failing to contribute meaningfully is virtually the same as being absent from class.

## EVALUATION AND GRADE SCALE

### Grade Scale

| Letter Grade | Percentage |
|--------------|------------|
| A+           | 99-100%    |
| A            | 94-98%     |
| A-           | 90-93%     |
| B+           | 87-89%     |
| B            | 83-86%     |
| B-           | 80-82%     |
| C+           | 77-79%     |
| C            | 73-76%     |
| C-           | 70-73%     |
| F            | Below 70%  |

*A course grade of F will not meet the requirements for degree credit.*

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

**Calculation of grade will be based on the following:**

|                        |                |
|------------------------|----------------|
| Participation          | 10 pts.        |
| Role Play Presentation | 20 pts.        |
| Reflection Paper       | 10 pts.        |
| Client Maps            | 10 pts.        |
| Therapy Interventions  | 25 pts.        |
| <u>Final Exam</u>      | <u>25 pts.</u> |
| TOTAL =                | 100 pts.       |

Participation grades are limited to 10% of the course grade and may include, but is not limited to, classroom engagement, attendance, on time arrivals, timely responses to instructor emails, completion of required readings, engagement in synchronous sessions (online), and discussion board posts that meet the instructor's standards for quality and quantity (online). Consult the participation section of the syllabus for more details. Students who have agreed to be on campus will be on campus for every class session. Non-compliance will be considered an absence.

**COURSE REQUIREMENTS**

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 100 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication manual of the American Psychological Association*, Seventh Edition.

- 1. Participation** – A portion of your grade will depend upon your level of participation during class each week. ***Students who have agreed to be on campus will be on campus for every class session. Non-compliance will be considered an absence.*** Students are expected to arrive to class on time, stay for the duration of class, and remain focused during the allotted class time. Students are also expected to be prepared for class by bringing textbooks, articles, and other course material to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter into class discussions and activities with relevant questions and comments if they are not prepared. Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Spontaneous assessments may be given as a means to assess student preparedness. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.
- 2. Role Play Presentation and Information Sheet (KPI 1)** – The class will be split up into pairs. Each pair will be assigned a date in which they will present a 20–30-minute role-play in front of the class demonstrating one or more counseling interventions, as time permits, of a specific disorder (disorder should be approved by instructor). One

student will play the client, one will play the counselor, and then a class debriefing after the role-play. Debriefing will focus on what additional information the class would like to gather from the client, discussion of the diagnosis, and thoughts regarding the treatment plan. (20 pts)

In addition to the role-play, the student who acts as the counselor will create an information sheet for their assigned disorder that will be disseminated to the class following the role-play. The information sheet should include the following sections and should be no longer than 4 pages. See grading rubric provided.

- a. For each diagnosis, you will research 3 treatment interventions that can be used for clients during treatment. Interventions used can be from a variety of sources. Interventions should be able to be utilized in therapy session and/or as a homework assignment for the client. Interventions will be presented during class and you will need to provide a copy of each intervention with instructions to each class member. Evidence of ethical practice including (if appropriate) integration of spirituality in counseling should be demonstrated.
  - b. Commonly Used Medications (if any): Research the medications that are most commonly prescribed for the disorder and list them in this section.
  - c. Resources for Counselors: Research professional resources that would be helpful to counselors working with clients with this disorder. The resources could be books, journal articles, or other scholarly sources. Discuss possible ethical issues.
  - d. Resources for Clients: Lastly, it is very important that we are able to provide our clients with additional resources that may be useful for them. Research potential client resources associated with your assigned disorder. These resources may include self-help books or other books written for the general public, websites, religious resources, support groups (in-person/online), etc.
  - e. Case notes should be utilized to assure the ability of setting and reaching goals that assist clients in the treatment process. (25 pts)
- 3. Reflection Paper (KPI 6)** – Students will write a reflection paper in response to reading your *Descriptions and Prescriptions* text. See grading rubric provided. (10 pts)
- 4. Client Maps (KPI 2)** – A case study will be provided to you from which you will construct a client map. Students will utilize the DO A CLIENT MAP template to provide a thorough description of all the headings required by the “MAP.” *Your ability to adequately complete this document will demonstrate your ability to analyze, evaluate, and synthesize client data into an accurate diagnosis, develop appropriate treatment goals, apply relevant treatment strategies, and produce a formal report.*

Guidelines outlined by the ACA Code of Ethics and ASERVIC Competencies should be observed. (10 pts)

5. **Final Examination** – The final exam will be objective (multiple-choice) and comprehensive. Questions will be taken from your textbooks.

CLASS SCHEDULE *All class meetings will be offered online via Teams meetings.*

| <b>Week/Date</b> | <b>Topic<br/>Assignments due</b>                                                                                         | <b>Readings</b><br>(Seligman & Reichenberg<br>/Emllett) |
|------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 1                | Introduction/Overview of Course<br>Client Map/Use of Assessments in Treatment Planning                                   | Ch 1 / 1                                                |
| 2                | Neurodevelopmental Disorders<br>Schizophrenia Spectrum and Other Psychotic Disorders                                     | Ch 2 & 3 / 2 & 3                                        |
| 3                | Bipolar and Related Disorders<br>Depressive Disorders/ Suicide Prevention-Intervention/Crisis Intervention               | Ch 4 & 5 / 4-7                                          |
| 4                | Anxiety Disorders<br>Obsessive Compulsive and Related Disorders                                                          | Ch 6 & 7 / 8                                            |
| 5                | Trauma and Stressor-Related Disorders<br>Dissociative Disorders                                                          | Ch 8 & 9 / 9 & 10                                       |
| 6                | Somatic Symptom and Related Disorders<br>Feeding and Eating Disorders<br><b>CLIENT MAP due</b>                           | Ch 10 & 11 / 11                                         |
| 7                | Elimination disorders<br>Sleep-Wake Disorders<br><b>Class Presentations</b>                                              | Ch 12 & 13 / 12 & 13                                    |
| 8                | Sexual Dysfunction/Gender Dysphoria<br><b>Class Presentations</b>                                                        | Ch 14 & 15 / 14 & 15                                    |
| 9                | Disruptive, Impulse Control Conduct Disorders<br>Substance-Related and Addictive Disorders<br><b>Class Presentations</b> | Ch 16 & 17 / 16 & 17                                    |
| 10               | Neurocognitive Disorders<br><b>Class Presentations</b>                                                                   | Ch 18 / 18-20                                           |
| 11               | Personality Disorders<br>Paraphilic Disorders<br><b>Class Presentations</b>                                              | Ch 19 & 20 / 21 & 22                                    |
| 12               | <b>Exam Review</b><br><b>Class Presentations</b><br><b>Reflection Paper Due</b>                                          |                                                         |
|                  | <b>Final Exam</b>                                                                                                        |                                                         |

## HELPFUL WEBSITES

<https://beckinstitute.org/>  
<https://www.verywellmind.com/>  
<https://www.apa.org/>  
<https://www.webmd.com/>  
<https://www.nimh.nih.gov/>  
<https://psychcentral.com/>

## PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

## DIGITAL DELIVERY GUIDELINES

*(Since all of this course is digitally delivered, the following guidelines will be followed.)*

### *Teams Online Meeting Etiquette*

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students' attentiveness whether in-person or online.**

### *Secure Environment*

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

### *Video Submissions*

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

## THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

### *Late Work During the Term*

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

## DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

## ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

**A growing concern** in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

## GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

## INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iiames if you have any questions or concerns about the Informed Consent Statement.

*All students are subject to policies outlined in the Winebrenner Graduate Catalog.*

Syllabus revised: 01/01/2026