SCHOOL OF COUNSELING

COUN 693 ADVANCED COUNSELING INTERNSHIP 3

Term/Credits
Fall /2021

3 semester hours

Instructor
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Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

I. COURSE DESCRIPTION

COUN 693 Advanced Counseling Internship 3 is designed for students who reside in states that require additional counseling hours and/or an extended timeframe beyond COUN 693 to complete the educational requirements for licensure. Students who complete COUN 693 will complete a total internship experience of 1,000 clock hours over one year and 12 credit hours, consisting of one (1) internship course of 100 hours (COUN 690 Counseling Internship), two (2) internship courses totaling 600 hours (COUN 691 & COUN 693 Counseling Internship 1 & 2), and one (1) advanced internship of 300 hours (COUN 693 Counseling Internship 3). This course provides students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This course continues the internship experience of COUN 691 & COUN 693 Counseling Internship 1 & 2 and requires a minimum of 300 hours on site, 120 hours of which must be direct service, face-to-face with clients conducting intake/assessments, differential

diagnoses, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship course to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. (3 credit hrs) (Pass/Fail)

II. COURSE OBJECTIVES

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
1.	Complete supervised internship experiences that total a minimum of 300 clock hours over a minimum of a 16-week academic semester.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation, Site Evaluation, Site-Supervisor Evaluation Mod#16 Site Supervisor Final Evaluation Mod#16 Faculty Group Supervisor Final Evaluation Mod#16 Student Final Course Evaluations: Self-Evaluation, Site Evaluation, Site-Supervisor Evaluation	**SOC: 1, 2, 3, 4, 5** **CACREP** Section 3: J.
2.	Complete at least 120 clock hours of direct service with actual clients that contributes to the development of counseling skills.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log Mod#8 Assignment: Audio or Video Recorded Counseling Session	**SOC: 1, 2, 3, 4, 5** **CACREP** Section 3: K.

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
		Mod#16 Assignment: Audio or Video Recorded Counseling Session	
3.	Complete an average of one hour per week of on-site individual and/or triadic supervision.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Assignment: Time Log	**SOC: 1, 2, 3, 4, 5** **CACREP** Section 3: L.
4.	Complete an average of 1.5 hours per week of group supervision by the course professor(s).	Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log	**SOC: 1, 2, 3, 4, 5** **CACREP** Section 3: M.
5.	Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and psychological assessments for case conceptualization, treatment planning, and caseload management.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation Mod#6-8 Faculty Group Supervision (B): Case presentation: Personality Pathology Mod#8 Assignment: Audio or Video Recorded Counseling Session Mod#14-16 Faculty Group Supervision (B): Case Presentation: Personality Pathology Treatment Approach Mod#16 Assignment: Audio or Video Recorded Counseling Session Mod#16 Site Supervisor Final Evaluation Mod#16 Faculty Group Supervisor Final Evaluation Mod#16 Student Final Course Evaluations: Self-Evaluation	**SOC: 1, 2, 3, 4, 5** **CACREP** Section 2: 5.h, i., k., m Section 5: C.1.b, c, d, e Section 5: C.2.b, c, d, m Section 5: C.3.a, b

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
6.	Complete an average of 1.5 hours per week of group supervision by the course professor(s).	Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log	**SOC: 1, 2, 3, 4, 5** **CACREP** Section 3: M.

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
7.	Demonstrate skill in the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log Mod#6-8 Faculty Group Supervision (B): Case presentation: Personality Pathology Mod#8 Assignment: Audio or Video Recorded Counseling Session Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation Mod#16 Assignment Mod#14-16 Faculty Group Supervision (B): Case Presentation: Personality Pathology Treatment Approach Mod#16 Site Supervisor Final Evaluation Mod#16 Student Final Course Evaluations: Self-Evaluation Mod#16 Faculty Group Supervisor Final Evaluation	**SOC: 1, 2, 3, 4, 5** **CACREP** Section 5: C.2.d
8.	Demonstrate the ability to use procedures for assessing and managing high risk situations,	Mod#1-16 Review of Better Outcomes Now or similar outcome measures.	**SOC: 1, 2, 3, 4, 5** **CACREP** Section 5:

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
	the impact of crisis and trauma, substance abuse disorders, and outcomes measurement.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log Mod#8 Assignment: Audio or Video Recorded Counseling Session Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation Mod#16 Assignment: Audio or Video Recorded Counseling Session Mod#16 Site Supervisor Final Evaluation Mod#16 Faculty Group Supervisor Final Evaluation Mod#16 Student Final Course Evaluations: Self-Evaluation	C.2.d, e, f
9.	Demonstrate strategies for applying professional ethics for mental health counseling, interfacing with the legal system and integrated behavioral health care professionals and advocating for persons with mental health issues of all cultures and diversity.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log Mod#6-8 Faculty Group Supervision (B): Case presentation: Personality Pathology Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation Mod#14-16 Faculty Group Supervision (B): Case Presentation: Personality Pathology Treatment Approach Mod#16 Site Supervisor Final Evaluation Mod#16 Faculty Group Supervisor Final Evaluation	**SOC: 1, 2, 3, 4, 5** **CACREP** Section 5: C.2.b, c, d, e Section 5: C.2.f, l

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
		Mod#16 Student Final Course Evaluations: Self-Evaluation	

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
10.	Exhibit an approach to clinical practice informed by the moral, spiritual, and human values of a Catholic-Christian view of the person.	Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#6-8 Faculty Group Supervision (B): Case presentation: Personality Pathology Mod#14-16 Faculty Group Supervision (B): Case Presentation: Personality Pathology Treatment Approach Mod#1-16 Assignment: Time Log Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation Mod#16 Site Supervisor Final Evaluation Mod#16 Faculty Group Supervisor Final Evaluation Mod#16 Student Final Course Evaluations: Self-Evaluation	**SOC: 1, 2, 3, 4, 5** **CACREP** Section 5: C.1.b, c C.2.j Section 2: F.2.d, f, g, h
KPI	#1 Integrate aspects of ethical professional functioning to develop a professional counselor identity.	90% of students will achieve Meets Expectations / Demonstrates Competencies (4) ratings or above on the Final COUN 693 Site Supervisor Evaluation section Counseling Dispositions & Behaviors [Knowledge, Skills, Disposition]	**Section 2.F.1.i.** Understand the ethical standards of professional counseling organizations and credentialing bodies and apply ethical and legal considerations in professional counseling.
KPI	#2 Apply multicultural competencies in all aspects of professional practice.	90% of students will achieve Meets Expectations / Demonstrates Competencies (4) ratings on the Final Counseling Internship 2 Site Supervisor Evaluation section Counseling Dispositions & Behaviors, item: F Multicultural Competence in	**Section 2.F.2.c**. Understand and apply multicultural (diverse) counseling competencies.

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
		Counseling Relationship) [Knowledge, Skills, Disposition]	
KPI	#3 Apply theories of human growth and development in all aspects of professional practice in diverse societies. 12# Evaluate clients' personal, social, and spiritual resources for promoting resiliency, healing, and flourishing informed by the holistic vision of the Catholic Christian Metamodel of the Person (CCMMP) in all aspects of professional practice.	90% of students will achieve Meets Expectations / Demonstrates Competencies (4) ratings on the Final COUN 693 Site Supervisor Evaluation items 2.F Multicultural Competence in Counseling Relationship (self-awareness) and 2.H Motivated to Learn & Grow / Initiative [Disposition]	**Section 2.F.3.i.** Understand and apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
KPI	#5 Apply the historical, philosophical, and theoretical foundations of the counseling profession in all aspects of professional practice.	80% of students will achieve Meets Expectations / Demonstrates Competencies (4) ratings on Part I: Counseling Skills & Therapeutic Conditions of the Final COUN 693 Site Supervisor Evaluation [Skills]	**Section 2.F.5.g.** essential interviewing, counseling, and case conceptualization skills
KPI	#6 Apply theoretical and experiential group approaches in all aspects of professional practice with diverse clients.	80% of students will have a group counseling experience in their clinical placements. [Skills]	**Section 2.F.6.b.** dynamics associated with group process and development
KPI	#7 Apply multiculturally competent psychological measurement theories and concepts in the assessment and evaluation of diverse clients.	80% of students will have assessment experience in their clinical placements [Knowledge, Skills]	**Section 2.F.7.m.** ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
KPI	#8 Analyze counseling research and ethically apply the findings in an evidence-based practice and program evaluation	80% of students will achieve a Proficient score or above on the COUN 693 Case Conceptualization Presentation Outline rubric section Treatment Planning Intervention which requires Interventions supported by empirical literature or professional literature [Knowledge]	**Section 2.F.8.b.** identification of evidence-based counseling practices
KPI	#11 Apply a biopsychosocial, spiritual, and environmental case conceptualization, including mental health history and etiology of co-occurring disorders, in evaluating clients during intake interviews, mental status evaluations, and administration of psychological assessments for formulating diagnosis, treatment plans, and caseload management strategies.	80% of students will achieve a Proficient score or above on the COUN 693 Case Conceptualization Presentation Outline rubric [Knowledge]	**Section 5.C.1. c. and d.** **c.** principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning **d.** neurobiological and medical foundation and etiology of addiction and co-occurring disorders
KPI	#10 Apply principles and models of assessment, case conceptualization, and treatment for working with diverse individuals, couples, families, and	80% of students will achieve a Proficient or above score on the COUN 690 Residency Juried Demonstration Counseling Skills rubric [Knowledge, Skills, Dispositions]	**Section 5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
	communities from a systems perspective.		

*SOC = School of Counseling Program Objectives, listed below; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling.

Program Objectives

Graduates of the SOC Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

III. COURSE TEXTBOOKS AND MATERIALS

A. Required

American Psychiatric Association. (2014). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington: American Psychiatric Publishing.

Gunderson, J. G. (2014). *Handbook of good psychiatric management for borderline personality disorder*. Arlington, VA: American Psychiatric Publishing. ISBN: 978-1-58562-460-7

Pederson, L. (2017). *The expanded dialectical behavior therapy skills training manual* (2nd ed). Eau Claire, WI: PESI Publishing & Media. ISBN: 9781683730460

DMU SOC CMHC Program Handbook on COUN 500 Counseling Advisement Additional readings as assigned on the class website.

IV. COURSE REQUIREMENTS
A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.

2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to "be on the same page" and to facilitate discussions.

2. Additional readings may be provided by email or announcements for a specific module.

C. Supervision B: Formal Staffing Consultation

Participation in two-hours of weekly synchronous group supervision is required. The first 90-minutes focuses on different aspects of the internship experience. The first 90-minutes the instructor will have each person check in and review any clients (informal case presentations) they are seeing; including discussions of "hot cases". Micro skills will be demonstrated and the topics presented in the GPM training will also be reviewed

1. . Each synchronous formal staffing consultation session is worth 10 points.

    i. 3.33 points Criteria: Preparation – Arrives to the meeting on time and is prepared to discuss 'hot cases' and internship activities. (Mastery) – Student demonstrated the criteria appropriately and consistently with a professional demeanor.

    ii. 3.34 points Criteria: Participation – Actively participates in the discussion and participation contributes to the professional growth of the group. (Mastery) – Student demonstrated the criteria appropriately and consistently with a professional demeanor.

    iii. 3.33 points Criteria: Professionalism – Demonstrates a professional demeanor with the supervisor / instructor and fellow colleagues. (Mastery) – Student demonstrated the criteria appropriately and consistently with a professional demeanor.

D. Good Psychiatric Model Training Topic Quizzes are assigned in Modules 2 through 10 students will complete the General Psychiatric Management for Borderline Personality Disorder: Online Training for Healthcare Professionals course. At the end of each topic, students will complete a quiz. Students must earn a score of at least 75% to obtain a certificate of completion for the course. Points for this assignment are 15 points or 20 depending on the length or number of topics you are required to complete in the module.

    i. All points (Pass) – Successfully completed quiz(s) and uploaded results by the due date.

    ii. No points (Fail) - Failed to achieve a passing score or failed to upload results.

E. Time Logs are to be completed each week. The time log is an essential tool that students will use to track their internship hours. Time long submissions are worth 10 points each.

    i. 6 points Accuracy (Mastery) – Provides sufficient detail of internship hours and activities.

    ii. 4 points Timely (Mastery) – Time log is kept up to date and completed on time.

F. **Formal Case Presentations** are assigned in Modules 6 or 7, and 16. Students will develop an essay based on an experience with a specific client exhibiting a personality disorder (preferably BPD), or with significant distress due to the presence of personality pathology features they have been working with during their internship experience. Students address all of the required components of the essay. Through this formal case presentation, students need to demonstrate that they are confident in their understanding of working with clients with a personality disorder. Each case presentation assignment is worth 90 points.

 i. 45 points Main Idea (Mastery) - Thorough response to the assigned prompts in the assignment. Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the client); Is substantive and scholarly and includes a thorough discussion of the client. Demonstrates a strong understanding of the GPM model and how it could have been used with the client.

 ii. 36 points Personal Application (Mastery) – Personal application demonstrates superior reflection on the part of the student that includes responses to the client from the first session throughout your time together as therapist / client. In-depth and thorough CAPS analysis. Describes countertransference / counteractivity experienced. How you did or did not utilize those personal experiences to move the counseling process forward. Personal response is substantive, insightful and self-reflective.

 iii. 9 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

G. **Oral Case Presentations** are based on the case conceptualizations developed in Modules 6 or 7 and 16. Students will orally present their formal case presentation or teach a concept at a time determined by the Instructor. Each oral case conceptualization presentation is worth 25 points.

 i. 7.5 points Organization (Mastery) - Presents information in logical, interesting sequence.

 ii. 7.5 points Subject Knowledge (Mastery) – Demonstrates strong knowledge base, able to answer questions with elaboration.

 iii. 3.75 points Eye Contact (Mastery) - Holds attention of entire group with the use of direct eye contact, seldom looking at notes.

 iv. 3.75 points Poise (Mastery) - Displays relaxed, self-confident nature about self, with ease in handling any problems.

 v. 2.5 points Assesses Understanding (Mastery) - Provides time for feedback, asks higher level questions, assesses level of understanding, and clarifies misunderstandings.

H. **Audio or Video Recorded Counseling Sessions or Internship Site Supervisor Live Observation Evaluations** are due in Module 8 and Module 16. Students will submit their completed recordings (or forms) to Tevera. The recordings / live observations are worth 50 points each.

    i.   20 points Criteria: Demonstrate characteristics of a counselor including body language, eye contact, voice tone, following the flow of client's narrative, etc. (Mastery) – Student demonstrated the criteria appropriately and consistently.

    ii.   15 points Criteria: Demonstration of counseling skills. (Mastery) – Student demonstrated the criteria appropriately and consistently.

    iii.   15 points Criteria: Demonstrate the ability to move the counseling process forward. (Mastery) – Student demonstrated the criteria appropriately and consistently.

I. Student Evaluations are to be completed and submitted using Tevera in Module 8 and again in Module 16. Students are responsible for submitting the following mid and final evaluations: Site Supervisor evaluation, student evaluation of site supervisor, student site evaluation, and student self-evaluation. Evaluation submissions are worth 10 points each.

    i.   8 points Accuracy (Mastery) – Provides sufficient detail of internship hours and activities.

    ii.   2 points Timely (Mastery) – Time log is kept up to date and completed on time.

J. Faculty Group Supervisor Evaluation will complete a final evaluation on students' performance throughout the internship course. The Faculty supervisor's evaluation is worth 100 points.

V.   GRADING

Note: Each assignment in this course will receive a numeric grade as outlined below; however, this course is graded on a pass / fail basis. Students must earn a minimum of 86% on each assignment in order to receive a grade of Pass in this course.

A	A-	B+	B	B-	C+	C
940 to 1000	920 to 939	900 to 919	860 to 899	840 to 859	820 to 839	780 to 819

C-	D+	D	D-	F	W	I
760 to 779	740 to 759	700 to 739	680 to 699	0 to 679	Withdrawal	Incomplete

Requirement	Items	Item Points	Total Points	Hours
Written Assignments			*840*	326

	Requirement	Items	Item Points	Total Points	Hours
1	Time Logs (Internship hours)	16	10	160	300.0
2	GPM Quizzes	12	15 / 20	150	9.0
2	Written and Oral Case Presentations: Personality Pathology Essay or Teaching	2	90 / 25	180 / 50	10.0
3	Audio or Video Recorded Counseling Sessions	2	50	100	2.5
4	Student Site Evaluation	2	10	20	1.0
5	Student Site Supervisor Evaluation	2	10	20	1.0
6	Student Self-Evaluation	2	10	20	2.0
7	Supervisor's Evaluation	2	10	20	.5
8	Faculty Supervisor Evaluation	1	100	100	
9	Final Time Log	1	20	20	.5
	Synchronous Supervision			**160**	**32**
10	Supervision B: Formal Staffing Consultation	16	10	160	32

Requirement	Items	Item Points	Total Points	Hours
		Totals	1000	358.5

VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:
- Synchronous Instruction: students and faculty will engage in "real-time" using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of "real-time" meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Internship and Internship courses only.

ACADEMIC INTEGRITY

"Integrity" is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one's academic dealings. Students at DMU

therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercy.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform

the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

Module / Week	Topic	Author	Reading	Graded Assignments
1	Understanding Personality Pathology	Hopwood, Wright, Ansell, & Pincus. (2013) Sharp. (2021) Tackett, Balsis, Oltmanns, & Krueger. (2009)	The interpersonal core of personality pathology. *Journal of Personality Disorders, 27*(3), 270–295. Understanding personality pathology. A unifying perspective on personality pathology cross the life span: Developmental considerations for the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders. Developmental Psychopathology, 21*(3), 687713.	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log **Looking Ahead:** General Psychiatric Management of Borderline Personality Disorder Online Training for Healthcare Professionals
2	The Good Psychiatric Model (GPM)	Gunderson. (2014) GPM	*Handbook of good psychiatric management for borderline personality disorder.* Arlington, VA: American Psychiatric Publishing. • Chapter 1, Introduction to Good Psychiatric Management Introduction [Video]	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log **Assignment:** Good Psychiatric Model for Borderline Personality Disorder: Topic 1

Module / Week	Topic	Author	Reading	Graded Assignments
			Topic 1: Background: BPD status, myths, and the new generalist model. [Video]	

Module / Week	Topic	Author	Reading	Graded Assignments
3	Interpersonal Hypersensitivity	Gunderson. (2014) GPM	*Handbook of good psychiatric management for borderline personality disorder.* Arlington, VA: American Psychiatric Publishing. • Chapter 2, Overall Principles Topic 2: Interpersonal hypersensitivity as BPDs core. [Video]	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log **Assignment:** Good Psychiatric Model for Borderline Personality Disorder: Topic 2
4	Overall Principles	GPM	Topic 3: Overall Principles. [Video]	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log **Assignment:** Good Psychiatric Model for Borderline Personality Disorder: Topic 3 **Looking Ahead:** Case Presentation: Personality Pathology **Looking Ahead:** Case Presentation: Personality Pathology essay
5	Disclosing the Diagnosis	Gunderson. (2014)	*Handbook of good psychiatric management for borderline personality disorder.* Arlington, VA:	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation

Module / Week	Topic	Author	Reading	Graded Assignments
		GPM	American Psychiatric Publishing. • Chapter 3, Making the Diagnosis Topic 4: Disclosing the diagnosis & psychoeducation. [Video]	**Assignment:** Time Log **Assignment:** Good Psychiatric Model for Borderline Personality Disorder: Topic 4 **Looking Ahead:** Case Presentation: Personality Pathology **Looking Ahead:** Case Presentation: Personality Pathology essay
6	Getting Started, Managing Suicidality, & Case Presentations 1	Gunderson. (2014) GPM	*Handbook of good psychiatric management for borderline personality disorder.* Arlington, VA: American Psychiatric Publishing. • Chapter 4, Getting Started • Chapter 5, Managing Suicidality and Non-Suicidal Self-Harm Topic 5: Getting Started. [Video] Topic 6: Managing Suicidality	**Supervision B:** Synchronous Meeting: Formal Case Presentations: Personality Pathology **Assignment:** Time Log **Assignment:** Good Psychiatric Model for Borderline Personality Disorder: Topic 5 and Topic 6
7	Case Discussion I (Laura), Pharmacotherapy and Comorbidity, and Case Presentations 2	Gunderson. (2014)	*Handbook of good psychiatric management for borderline personality disorder.* Arlington, VA: American Psychiatric Publishing. • Chapter 6, Pharmacotherapy and Comorbidity	**Supervision B:** Synchronous Meeting: Formal Case Presentations: Personality Pathology **Assignment:** Time Log **Assignment:** Good Psychiatric Model for Borderline Personality

Module / Week	Topic	Author	Reading	Graded Assignments
		GPM	Topic 7: Case Discussion (Laura). [Video] Topic 8: Pharmacotherapy and Comorbidity	Disorder: Topic 7 and Topic 8
8	Case Discussion II (Roger)	GPM	Topic 9: Case Discussion II (Roger). [Video]	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log **Assignment:** Good Psychiatric Model for Borderline Personality Disorder: Topic 9 **Assignment:** Evaluations **Assignment:** Audio or Video Recorded Counseling Session
9	Multimodal Treatments	Gunderson. (2014) GPM	*Handbook of good psychiatric management for borderline personality disorder.* Arlington, VA: American Psychiatric Publishing. • Chapter 7, Split Treatments Topic 10: Multimodal treatments. [Video]	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log **Assignment:** Good Psychiatric Model for Borderline Personality Disorder: Topic 10
10	GPM Conclusion	Gunderson. (2014)	*Handbook of good psychiatric management for borderline personality disorder.* Arlington, VA: American Psychiatric Publishing.	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log

Module / Week	Topic	Author	Reading	Graded Assignments
		GPM	• Chapter 8, Case Illustrations • Chapter 9, Video Demonstrations Topic 11: Case Discussion III (Melanie). [Video] Topic 12: Conclusion [Video]	**Assignment:** Good Psychiatric Model for Borderline Personality Disorder: Topic 11 and Topic 12
11	Schema-Focused Therapy	Sharp. (2021) Young & Lindemann. (1992)	Schema-focused therapy. An integrative schema-focused model for personality disorders. *Journal of Cognitive Psychotherapy, 6*(1), 11–23.	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log
12	Mentalization Based Therapy	Choi-kain & Unruh. (2016) Sharp. (2021)	Mentalization-based treatment: A common-sense approach to borderline personality disorder. *Psychiatric Times, 33*(3). Mentalization-based therapy.	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log

Module / Week	Topic	Author	Reading	Graded Assignments
13	Dialectical Behavior Therapy, Part 1	Pederson. (2017) Grohl. (2018). Sharp. (2021)	*The expanded dialectical behavior therapy skills training manual* (2nd ed). • Module 1: Dialectics • Module 2: Mindfulness • Module 3: Distress Tolerance *Marsha Linehan acknowledges her own struggle with borderline personality disorder.* Dialectical behavior therapy, part 1.	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log
14	Dialectical Behavior Therapy, Part 2	Pederson. (2017) Sharp. (2021)	*The expanded dialectical behavior therapy skills training manual* (2nd ed). • Module 4: Emotion Regulation • Module 5: Interpersonal Effectiveness Dialectical behavior therapy, part 2.	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log
15	Transference-Focused Psychotherapy	Sharp. (2021) Yeomans, Levy, & Caligor. (2013)	Transference-focused psychotherapy. Transference-focused psychotherapy. *Psychotherapy, 50*(3), 449–453.	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log **Looking Ahead:** Case Presentation: Personality Pathology and / or Treatment Options **Looking Ahead:** Case Presentation:

Module / Week	Topic	Author	Reading	Graded Assignments
				Personality Pathology Treatment Approach
16	What's Next?	Pine. (1986)	On the development of the "borderline-child-to-be." *American Journal of Orthopsychiatry, 56*(3), 450–457.	**Supervision B:** Synchronous Meeting: Formal Staffing Consultation **Assignment:** Time Log **Assignment:** Final Time Log **Assignment:** Case Presentation: Personality Pathology and / or Treatment Options **Assignment:** Case Presentation: Personality Pathology Treatment Approach **Assignment:** Evaluations **Assignment:** Audio or Video Recorded Counseling Session

VIII. REFERENCE LIST

Required Reading:

Required Textbooks:
> American Psychiatric Association. (2014). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington: American Psychiatric Publishing.

Gunderson, J. G. (2014). *Handbook of good psychiatric management for borderline personality disorder*. Arlington, VA: American Psychiatric Publishing. ISBN: 978-1-58562-460-7

Pederson, L. (2017). *The expanded dialectical behavior therapy skills training manual* (2nd ed). Eau Claire, WI: PESI Publishing & Media. ISBN: 9781683730460

DMU SOC CMHC Program Handbook on COUN 500 Counseling Advisement
Additional readings as assigned on the class website.

References and Required Readings:

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