



Online Course Syllabus

CSL 610 L02.A

TOPICS IN COUNSELING: DEPRESSION

SUMMER 2020

Contact Information

Instructor Name: Steve Hunter Ed.D., LPC-S, NCC

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Instructor Office Hours: By Appointment

Course Description and Prerequisites

A course treating any number of specific issues pertaining to psychology, sociology, and spirituality as it relates to the counseling profession. Course may be repeated for credit when the topic of study differs.

Course Objectives

- Understand the importance of research in the areas of Depression, and the related topics of Anxiety, and Suicide as necessary to the counseling profession (CACREP Standard 8.a)
- Explore the major counseling theories, terminology, and techniques associated with Depression and the core features and characteristics (CACREP Standard 8.b)
- Critically evaluate the counseling methods and techniques regarding the latest modalities in the field of Counseling and Psychology (CACREP Standard 8.c)
- Explore how research findings from Neuroscience are used to promote evidenced-based counseling practice and understanding of Depression and the related topics of Anxiety and Suicide (CACREP Standard 8.e)
- Incorporate ethical, cultural, and research-based strategies into the student's clinical practice with clients (CACREP Standard 8.f)

Required Textbooks

Solomon, A. (2001). *The noonday demon: An atlas of depression*. London, England: Chatto and Windus. ISBN-13: 978-0965018883

Recommended Reading

Teasdale, J. (2007). *The mindful way through depression*. New York: NY: Guilford Press. ISBN-13: 9781593854492

Hari, J. (2019). *Why you're depressed: And how to find hope*. New York, NY: Bloomsbury Publishing. ISBN-13: 9781632868312

Course Requirements and Assignments

1. Thirty percent (30%) of the student's grade will depend upon the completion of a Comprehensive Final Exam. This Comprehensive Exam will test knowledge of psychological terms and definitions, understanding, practical application and synthesis.
2. Thirty percent (30%) of the student's grade will depend on the completion of a Research Paper. The student will write a Research Paper on one of the following topics related to the course: Depression, Anxiety, or Suicide. Students must choose a topic within the first week of class that is approved by the Professor. In addition to the textbook assigned for the class, and the two recommended reading books for the class, the Research Paper should have a minimum of five additional sources. These sources are to be books and reputable journal articles (as opposed to "research" retrieved from the internet). In addition to the Title Page, Abstract and Reference page(s), the body of the paper will be approximately 8 to 10 double-spaced pages, according to APA Style and Format. A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

- <https://owl.english.purdue.edu/owl/resource/560/01/>

When writing and organizing the paper, the student is to create and maintain a basic structure according to APA style. Hence, the following structure and associated questions are important to keep in mind:

Introduction: ____ (10 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader's attention?

Body of the Text: ____ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the topic from the assigned textbooks? Are these resources cited throughout the body of the paper according to APA style? Does the student link together the author's thoughts in a clear manner without using first person, instead using third person? Does the student use substantive research/resources to support the textbooks from at least 5 additional sources—either books or journal articles (not "research" cut and pasted from online)? Does the body of the paper flow in a logical fashion using effective transition sentences to link the paragraphs together?

Practical Application (20 pts.) Did the student apply the knowledge from the research in a "Real Life" situation in the form of a Case Study? What was the strategy? What were the steps? Did the student protect the confidentiality of all participants? What were the results?

Conclusion and Implications for the Profession: ____ (20 pts.) Did the student provide a summary of the main points, and practical suggestions for counselors, teachers, and/or ministers to keep in mind when serving individuals, couples and/or families? Did the student summarize the key insights, principles, and practical steps? In other words, does the student adequately, and effectively answer the "So what?" question for this Research Project?

Grammar and Style: ____ (10 Pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3rd person? Is the paper according to APA style? This will not change. The following two rubrics will also be used to score the research paper:

- <https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)
- <http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)

3. Thirty percent (30%) of the student's grade will depend upon attendance at three ZOOM Video Conferences throughout the course of the Semester. In addition, this grade will also depend upon the student being responsible for the final ZOOM Video Conference at the end of the semester. Students will be responsible for presenting the major findings of their Research Paper. The Presentation will include a PowerPoint. Students will present on the day their Research Paper is due. Please Note: Research Papers must be turned in on the date they are due. Students will not be able to present without turning in their Research Papers in a timely fashion. No late work will be excepted. The following checklist will be used to evaluate the student's presentation:
- Did the student hit the "highlights" for the topic?
Major theories,
Key concepts,
Causation/Contributors, and
Symptoms
 - Did the student create a Case Study and protect confidentiality as a top priority?
Interventions,
Goals,
Treatment Plan, and
Implementation
 - Was the presentation interesting and creative?
 - Did the presentation finish and end in a timely fashion (40 minutes with a time for questions)?
 - Was there a PowerPoint?
 - Did the presenter handle the questions from the class in an effective manner?
4. Ten percent (10%) of the student's grade will consist of an evaluation of the student's participation in class as determined by the Professor of Record. The evaluation will be based on the student's initiative to stay in touch with the Professor over the course of the semester, attitude and participation, and turning in all assignments in a timely manner. It is important to note that no late work will be accepted. It is the student's responsibility to fulfill all requirements for the course in a timely fashion.

Course/Classroom Policies and Information

Methods of Instruction: This is an online course in which, quizzes, exams, assignments, and interaction with the instructor and other students occurs in an online environment. In online courses, the student must initiate the learning and the instructor must become a facilitator of the student's educational activities and progress. Since the student must take the initiative, the student should become familiar with an overview of the course material by examining all of the documents posted in Canvas. For each section (and subsection) students should read the lecture notes, the assigned reading (e.g., textbooks and handouts), and then test their knowledge of the material read by taking a quiz and participating in a discussion group. Because this is an 8-week course instead of the traditional 15 to 16-week course, the student cannot afford to get behind. It is the expectation of this professor that if you are unable for any reason to fulfill the commitment to yourself and this course, as a professional courtesy, you are to reach out to your professor by email to communicate the occurrence in which you are unable to contribute to the course. It is important that each of us contributes to this course in order to gain the most from these techniques and methods to be of excellent service to others.

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades..

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Identity Verification

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the professor assigns.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Distance education students can access information about Criswell College's Wallace Library at http://www.criswell.edu/current_students/library/. The Wallace Library manual is available at http://www.criswell.edu/current_students/library/library_handbook/.

Course Outline/Calendar

Week	Date	Assigned Reading	Topic	Assignments Due
1	5/26-29	Syllabus Lecture 1 CANVAS	Syllabus and Introduction to the Course Introduction to Depression (Part 1)	ZOOM Video Conference Depression
2	6/1-7	Lecture 2 CANVAS Chapter I Depression (Solomon)	Chapter I Depression (Solomon)	Chapter Reflections Chapter I Solomon
3	6/8-14	Lecture 3 CANVAS	Anxiety (Part 1)	Zoom Video Conference (6/11 at 5:30) Anxiety
4	6/15-21	Lecture 4 CANVAS Chapter III Treatments (Solomon)	Chapter III Treatments (Solomon)	Chapter Reflections Chapter III Solomon

5	6/22-28	Lecture 5 CANVAS Chapter VII Suicide (Solomon)	Suicide Chapter VII Suicide (Solomon)	Zoom Video Conference (6/25 at 5:30) Suicide Chapter Reflections Chapter VII Suicide (Solomon)
6	6/29-7/5		Research and Writing	
7	7/6-12		Research Paper Due (7/9)	Zoom Student Presentations (7/9 at 5:30)
8	7/13-17		Comprehensive Final Exam (7/16)	Final Exam Due (7/16)

Selected Bibliography

Amen, D. & Routh, L. (2004). *Healing anxiety and depression*. New York, NY: Berkley Trade.

American Foundation for Suicide Prevention. (2012). Retrieved from <http://www.afsp.org/understanding-suicide/key-research-findings>.

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (Fifth ed.). Arlington, VA: American Psychiatric Publishing. p. 5–25.

Bloem, S. & Bloem, R. (2005). *Broken minds: Hope for healing when you feel like you're losing it*. Grand Rapids, MI: Kregel.

Cassano, F. (2002). Depression and public health: An overview. *Journal of Psychosomatic Research*, 53, 849-857.

Cozby, P. C. (2007). *Methods in behavioral research* (9th ed.). Boston, MA: McGraw-Hill.

Cozolino, L. (2017). *The neuroscience of psychotherapy: Healing the social brain* (3rd ed.). New York, NY: W. W. Norton & Company.

Davey, G. (2014). *Psychopathology: Research, assessment, and treatment in clinical psychology*. West Sussex, United Kingdom: Wiley.

Data Source: Centers for Disease Control and Prevention (CDC), 2012.

Greist, J. & Jefferson, J. (1992). *Depression in treatment*. New York, NY: Warner.

Luke, C. (2020). *Neuroscience for counselors and therapists: Integrating the sciences of the mind and brain* (2nd Ed.). San Diego, CA: Cognella.

Prochaska, J. O., & Norcross, J. C. (2018). *Systems of psychotherapy: A transtheoretical analysis*. New York, NY: Oxford University Press.

Rosnow, R. L., & Rosnow, M. (2006). *Writing papers in psychology* (7th ed.). Belmont, CA: Wadsworth.

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Sanders, P. (2014). *Counseling for depression: A person-centered and experiential approach to practice*. Thousand Oaks, CA: Sage.

Soloman, A. (1998, January). Anatomy of melancholy. *The New Yorker*. New York, NY.