

**MENNONITE BROTHERS BIBLICAL SEMINARY
FALL 2005**

COURSE: MF 550
TITLE: CLINICAL ASSESSMENT
UNITS: 2 UNITS

INSTRUCTOR: CYNTHIA MCGRADY, PH.D.
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OFFICE HOURS: TUESDAYS 12:00-1:00 PM

COURSE DESCRIPTION:

This course is designed to provide the student with an understanding of basic assessment information for clinical populations. Enhancing clinical interviewing skills will be emphasized. This will include learning how to conduct an intake interview, a mental status exam, and an assessment of client lethality. Students will also learn how to assess client prognosis, create a written formulation of initial treatment plans and how to conduct a case presentation. Demonstrated mastery of the material presented in this course is fundamental to all further therapeutic work with clinical populations.

COURSE OBJECTIVES:

1. Students will learn what skills are necessary for effective clinical interviewing with clinical populations.
2. Students will be able to conduct a semi-structured intake interview.
3. Students will be able to conduct and provide a written formulation of a mental status exam.
4. Students will learn what factors to assess to determine client eligibility.
5. Students will learn what factors to assess to determine client prognosis.
6. Students will be able to present a written initial treatment plan.
7. Students will learn the components of an effective case presentation format.

TEXTS:

Heaton, J.A. (1998). Building basic therapeutic skills: A practical guide for current mental health practice. San Francisco: Josey-Bass.

Kottler, J.A. (2003). On being a therapist (3rd Ed.). San Francisco: Jossey-Bass

Lukas, S. (1993). Where to start and what to ask: An assessment handbook. New York: W.W. Norton & Co.

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2003). Clinical interviewing (3rd Ed.). Hoboken, NJ: John Wiley & Sons, Inc.

COURSE EVALUATION:

Evaluation in this course will consist of three components: a final exam, clinical evaluation material, and class participation. Each component is designed to enhance the student's understanding of material and is explained in detail below.

**PLEASE NOTE: ALL ASSIGNMENTS ARE DUE AT THE INSTRUCTOR'S DISCRETION.
GRADES WILL DECREASE FIVE (5) PERCENT FOR EACH DAY AN ASSIGNMENT IS LATE.**

1. **EXAM:** There will be one final exam given in the class. It will be comprehensive and will consist of multiple choice, fill-in-the-blank, short answer, case studies, and essay questions. Make-up exams will be permitted for documented family or medical emergencies only.
2. **CLINICAL EVALUATION MATERIAL:** Students will be expected to demonstrate competency in conducting and writing each of the following clinical assessment domains: intake evaluations, mental status examinations, treatment plans, and case presentations. Format guidelines will be given in class for each assignment.
3. **CLASS PARTICIPATION:** All students will be expected to actively participate in class discussions and activities.

EVALUATION:

- | | |
|-------------------------|-----|
| 1. Final Exam | 60% |
| 2. Clinical Evaluations | 40% |
| 3. Class Participation | P/F |

**GRADING RANGES:
(including +/- grades)**

- A = 90-100%
 B = 80-89%
 C = 70-79%
 F = 69% and below

CLASS POLICIES:

- No grade raises will be allowed for this course.
- Consistent attendance and active participation in class are expected. Please be on time to all class sessions.
- Class participation is one of the most significant parts to the shared learning experience at MBBS. Any student who misses more than 25% of the class time in a course may have their grade reduced by a full letter grade and may be at risk for failing the course. Any exception to this policy must be approved by the professor and the Academic Dean.
- If a student wishes to have heightened confidentiality of assignment results, s/he is to submit the assignment in a self-addressed envelope. The assignment will be returned to him/her in the same envelope.
- MBBS academic policies are described at www.mbseminary.edu/fresno/policies. These policies provide guidance on academic integrity and plagiarism, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to the professor or consult the Registrar or Academic Dean.
- For writing resources, and especially for guidance in avoiding plagiarism, go to <http://owl.english.purdue.edu/>.

**MF 550: CLINICAL ASSESSMENT
COURSE OUTLINE**

DATE:	LECTURE:	ASSIGNMENT:
SESSION 1	Overview of Course Clinical Interviewing Skills	Sommers-Flanagan: Chps. 1-5 Heaton: Chps. 1; pp. 68-76
SESSION 2	Intake Interviews	Sommers-Flanagan: Chps. 6-7 Heaton: Chps. 4-5 Lukas: Chps. 1, 3-7
SESSION 3	Intake Interviews Mental Status Exam	Sommers-Flanagan: Chp. 8 Heaton: Chp. 2
SESSION 4	Mental Status Exam	Lukas: Chp. 2 <i>INTAKE INTERVIEW DUE</i>
SESSION 5	Lethality Assessments	Sommers-Flanagan: Chp. 9 Lukas: Chps. 8-9 <i>MENTAL STATUS EXAM DUE</i>
SESSION 6	Lethality Assessments	Heaton: Chp. 6
SESSION 7	Diagnosis, Prognosis, & Treatment Planning	Sommers-Flanagan: Chp. 10 Heaton: pp. 77-93
SESSION 8	Case Presentations	Assigned Readings <i>TREATMENT PLAN DUE</i>
SESSION 9	<u>FINAL EXAM</u>	
SESSION 10	Review and Integration Case Presentations	Sommers-Flanagan: Chps. 11-13 Heaton: Chps. 7-9 <i>CASE PRESENTATION DUE</i>

PLEASE NOTE: ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE INDICATED CLASS PERIOD.