

MENNONITE BROTHERS BIBLICAL SEMINARY
FALL 2009

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

INSTRUCTOR: CYNTHIA MCGRADY, PH.D.
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OFFICE HOURS: TUESDAYS 8:30-9:00 AM & 12:00-12:30 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 lethality.
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.

RELATED DEGREE OUTCOMES

1. (Item 3.2) Utilize theological and social scientific tools and practices to understand and interpret the culture of a ministry and the cultural context of the ministry.
2. (Item 4.44) Demonstrate understanding of legal/ethical principles of crisis management.
3. (Item 4.45) Utilize case studies, case presentation, and individual and group supervision for ongoing evaluation of legal/ethical practice.
4. (Item 4.5) Demonstrate understanding of a wide variety of counseling theories and techniques.
5. (Item 4.6) Demonstrate knowledge of mental disorders, within the scope of practice for marriage, family, and child counselors.
6. (Item 4.8) Demonstrate proactive commitment to a community of witness, justice, and peace.
7. (Item 4.83) Demonstrate ability to intervene in cases of harm to self or others by assessment/minimization of risk, detection of abuse, reporting when mandated/permitted, and treatment/intervention (including relevant community resources and referrals).
8. (Item 4.9) Develop ability to understand, utilize, and evaluate research and assessment tools.

REQUIRED TEXT

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2009). Clinical interviewing (4th Ed.). Hoboken, NJ: John Wiley & Sons.

RECOMMENDED TEXTS

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

AUDIOTAPES: (Provided in class)

Lukas, S. (1993). Thinking like a therapist: Audiotapes for improving clinical skills. New York: W.W. Norton & Co.

COURSE EVALUATION

Evaluation in this course will consist of three components: exams, 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 BEGINNING OF THE CLASS DATE INDICATED. GRADES WILL DECREASE FIVE (5) PERCENT FOR EACH DAY AN ASSIGNMENT IS LATE.

1. **EXAMS:** There will be two exams given in the class. They will consist of multiple choice, fill-in-the-blank, matching, short answer, case studies, and essay questions. The Final Exam will be comprehensive. 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, writing, and orally presenting material in 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.

COURSE GRADING

Exams	60%
Clinical Evaluation Material	40%
Class Participation	P/F

GRADING RANGES (includes +/- grades)

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

CLASS POLICIES

1. Grade Raises. No grade raises will be allowed for this course.
2. Attendance. Consistent attendance and active participation in class are expected. Please be on time to all class sessions.
3. Class Participation. Class participation is one of the most significant parts of 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.
4. Confidentiality. 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 in the same envelope.
5. Academic Policies. MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies/>. These policies provide guidance on academic integrity and plagiarism, accommodations for disability, 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.
6. Course Evaluations. Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student's evaluation of the course is completed.
7. Writing Resources. For writing resources, style manuals, and especially for guidance in avoiding plagiarism, use the excellent Internet site <http://owl.english.purdue.edu/>.

**MF 550: CLINICAL ASSESSMENT
COURSE OUTLINE**

SESSION:	LECTURE TOPIC:	ASSIGNMENT DUE:
SESSION 1	Clinical Interviewing Skills Intake Interviews Mental Status Exam	Sommers-Flanagan: Chps. 1-7 (Heaton: Chps. 1; 4-5; pp. 68-76) (Lukas: Chps. 1; 3-7; 10-13)
SESSION 2	Mental Status Exam	Sommers-Flanagan: Chp. 8 (Lukas: Chp. 2)
SESSION 3	Mental Status Exam	(Heaton: Chp. 2)
SESSION 4	<u>EXAM</u> Lethality Assessments	(Heaton: Chp. 6)
SESSION 5	Lethality Assessments	Sommers-Flanagan: Chp. 9 <i>MSE DUE</i>
SESSION 6	Lethality Assessments	(Lukas: Chps. 8-9)
SESSION 7	Diagnosis, Prognosis & Treatment Planning	Sommers-Flanagan: Chp. 10 (Heaton: pp. 77-93) <i>INTAKE INTERVIEW DUE</i>
SESSION 8	Treatment Planning Case Presentations	Assigned Readings <i>TREATMENT PLAN DUE</i>
SESSION 9	Case Presentations	Sommers-Flanagan: Chps. 11-14 (Heaton: Chps. 7-9) <i>CASE PRESENTATIONS DUE</i>
SESSION 10	Review and Integration	<i>CASE PRESENTATIONS DUE</i>
SESSION 11	<u>FINAL EXAM</u>	
SESSION 12	Review and Integration	<i>CASE PRESENTATIONS DUE</i>

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