COURSE DESCRIPTION
This course will examine the value of treatment planning within the therapeutic endeavor, general guiding principles for treatment planning, and well-researched, effective treatment protocols for dealing with specific DSM-V diagnoses (a basic understanding of DSM V diagnostics, counseling theory, and mental health treatment is required for this course). The course will also consider appropriate documentation practices associated with the course of clinical care (e.g., intake assessments, mental status exams, treatment plans, case notes).

STUDENT LEARNING OBJECTIVES
• Students will clearly understand the importance of treatment planning within the therapeutic process.
• Students will become familiar with various models of treatment planning, especially a bio-psycho-socio-spiritual model, and to assist students in identifying a preferred model.
• Students will be able to compose well-conceptualized and clinically sound treatment plans, using a variety of resources.
• Students will be able to link specific therapeutic strategies and techniques with specific DSM-V diagnoses.
• Students will understand and apply sound documentation principles to the course of client care.
• Students will understand and adhere to ethical and legal considerations for diagnosis and treatment.

KNOWLEDGE BASE
Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure This course meets the Ohio Administrative Code (OAC) requirement for Treatment of mental and emotional disorders—4757-13-01(A)(5)(e)

CACREP CMHC Standards Met in this Course Include:
A.1 – Understands the history, philosophy and trends in clinical mental health counseling.
A.3 – Understands the roles, functions and settings of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals in these settings, including interdisciplinary treatment teams.
A.7 – Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).
C.2 – Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
C.5 – Understands the range of mental health delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network.
C.7 – Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
D.2 – Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
D.7 – Applies current record-keeping standards related to clinical mental health counseling.
D.8 – Provides appropriate counseling strategies when working with clients with addiction and co-occurring
disorders.

D.9 – Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

F.2 – Advocates for policies, programs, and services that are equitable and responsive to the unique needs of the client.

G.2 – Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

H.4 – Applies assessment of clients’ stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

I.3 – Knows evidence-based treatments and strategies for evaluating counseling outcomes in clinical mental health counseling.

J.1 – Applies relevant research findings to inform the practice of clinical mental health counseling.

J.2 – Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

K.2 - Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

TEACHING STRATEGIES FOR STUDENT LEARNING
This course will utilize a variety of learning approaches including, but not limited to, lecture, small group discussion, multimedia presentations, reflection, and assignments designed to help students foster critical thinking skills.

REQUIRED TEXTS:

ISBN: 0-471-41997-4


*ADDITIONAL SUPPLEMENTAL READINGS WILL BE ASSIGNED BY THE PROFESSOR
Supplemental readings will include the following, as well as additional readings that will be assigned:


<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| 1      | August 24  | Introduction to Treatment Planning | Maruish: 1  
Wiger: 1                                                |
| 2      | August 31  | Assessment: Key Paradigms         | Maruish: 2  
Wiger: 2, 5                                               |
| --     | Sept 7     | NO CLASS – LABOR DAY              |                                                           |
| 3      | Sept 14    | Assessment: Collecting Data       | Maruish: 3  
Wiger: 6  
Sommers-Flanagan Article                                 |
| 4      | Sept 21    | Assessment: Analyzing Data        | Maruish: 4  
Wiger: 3                                                |
| 5      | Sept 28    | From Assessment to Diagnosis      | Wiger: 7                                               |
| 6      | Oct 5      | MIDTERM EXAM                      |                                                           |
| 7      | Oct 12     | Goal-Setting & Behavior Change    | Readings TBD                                             |
| 8      | Oct 19     | Developing a Treatment Plan       | Maruish: 5  
Wiger: 8                                                |
| 9      | Oct 26     | Developing a Treatment Plan       | Maruish: 5  
Wiger: 4                                                |
| 10     | Nov 2      | Interdisciplinary Treatment Teams | Readings TBD                                             |
| 11     | Nov 9      | Interdisciplinary Treatment Teams | Readings TBD                                             |
| 12     | Nov 16     | Documenting Progress              | Wiger: 9  
Cameron & Turtle-Song article  
Soisson, et al. article  
Treatment Plans Due                                    |
| --     | Nov 23     | NO CLASS – THANKSGIVING           |                                                           |
| 13     | Nov 30     | Monitoring Treatment Progress     | Maruish: 6  
Wiger: 10  
Goal-setting Journals Due                                |
| 14     | Dec 7      | Case presentations                | Readings TBD  
Presentations                                            |
| 15     | Dec 14     | Case presentations                | Presentations                                             |

**GRADING** Student grades will be assigned based upon the following distribution of points (please note that the Seminary’s grading scale will be used):

1. **Professionalism and Positive Participation:** Attendance and participation in class sessions is expected; however, being “present” is much more than simply showing up. Since it is the professor’s belief that there are direct connections between how one approaches academic training and one’s professional conduct once in the field, the following are expected of all students: promptness to class, preparedness for class, positive participation in class, and professionalism in all work submitted. **Failure to adhere to these guidelines may negatively impact the student’s final grade at the discretion of the professor.** Additionally, late work may not be accepted. This component will make up 5% of students’ final grades.
2. **Midterm Exam (CACREP CMHC A.1, A.7, C.2, C.5, C.7, D.2, D.7, D.8, D.9, G.2):** A midterm examination will be given on the designated date and is **worth 25% of the final grade.** The exam will include material from the textbooks, lectures, and any relevant class presentations and handouts.

3. **Goal-setting Journal (CACREP CMHC C.7, D.2, F.2, H.4, J.2):** Students will select a personal goal that is concrete and has the potential to be achieved over the course of the semester. Guidelines related to goal selection will be provided in class by the instructor. Students will keep a journal related to their progress toward goal attainment, and the final journal will be due on **November 30th.** Journals will be assessed for completeness and quality of students’ reflections. They will be worth **20% of students’ final grades.**

4. **Treatment Plan Composition (CACREP CMHC C.2, C.5, C.7, D.2, D.7, D.8, D.9, F.2, H.4, I.3, J.1, J.2, K.2):** In addition to in-class and group opportunities to practice case conceptualization and treatment planning, students will have the opportunity to hone their treatment planning skills by developing one individual treatment plan according to guidelines which will be provided in class. The plan will be based upon a case vignette supplied by the instructor and should be completed individually. **Treatment plan is due November 16th and is worth 20% of final grade.**

5. **Treatment Team Project (CACREP CMHC A.3, C.2, C.5, C.7, D.2, D.7, D.8, D.9, F.2, H.4, I.3, J.1, J.2, K.2):** Each student will be a member of an in-class “treatment team” consisting of 4-5 members. The team will receive a particular client case (presented in written form) for which the team has the responsibility of planning clinical services. Each treatment team will select an appropriate and empirically justified theoretical orientation from which they will approach the assigned client. Working together, the team will submit a narrative assessment of the case (reflecting the team’s conceptualization of the client case), a working diagnosis, and a comprehensive treatment plan. The team will engage in a treatment team meeting in class on their assigned presentation date (approximately 30-40 minutes in length) to demonstrate the process of professional collaboration, to discuss the nature of the case, and to present their treatment recommendations. Copies of the team’s treatment plan should be emailed to the instructor prior to the day of presenting, so copies can be disseminated to the class. A sample outline will be provided by the instructor and some class time will be provided for group work. **Written assignment, class presentation, and composite group members’ evaluation of contribution (using the Treatment Team Evaluation Form provided by the professor) combined are worth 30% of final grade. Presentations begin December 7th.**

**SEMINARY GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>1.0</td>
</tr>
</tbody>
</table>
The following description of grades is taken from the ATS catalog (p. 76) and will be adhered to for this course:

A: Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
   (includes grades of A and A-)

B: Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
   (includes grades of B+, B, and B-)

C: Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
   (includes grades of C+, C, and C-)

D: Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
   (includes grades of D+, D, and D-)

F: Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

RELATIONSHIP TO THE CURRICULUM MODEL
All coursework at Ashland Theological Seminary is intrinsically connected to the 4Cs of the curriculum model: core identity, character, calling, and competency. This course affirms the value of human life and the purpose of such life (teleology) as rooted in a relationship with God (core identity; character) and others (calling). The course also prepares students to identify and address key concepts of ethical treatment, assessment, and documentation of counseling process (competence).

ACADEMIC INTEGRITY POLICY
Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

WRITING ASSISTANCE
If you need assistance with writing projects for your coursework, contact the ATS Writing Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic writing. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Writing Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.
STUDENTS WITH DISABILITIES
In accordance with Ashland Theological Seminary policy, for students who have specific physical, psychiatric or learning disabilities and require accommodations, please contact the instructor at the beginning of the quarter so that your learning needs can be appropriately met. Documentation must be on file with Classroom Support Services at Ashland University, Room 105 Amstutz Hall, 419-289-5953, in order to receive accommodations.

SUGGESTED READINGS (NOT required but intended to be of current and future help)


Association.

Hubble, M.A., Duncan, B.L., & Miller, S.D. (1999). The heart and soul of change: What works in


Wiley & Sons.


New York: John Wiley & Sons.


Alexandria, VA.: ACA Legal Series.


