Counseling Program
CNS 7795 Treatment Planning - Fall 2015
3 credits
Wednesdays 6:00 – 8:30 pm
Aug 26; Sept 2,9,16, 23, 30; Oct 7, 14, 21, 28; Nov 4, 11, 18; Dec 2, 9

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COURSE DESCRIPTION: This course is designed to enhance the pastoral counselor’s skills in mapping out the course of treatment in league with the client. The utility of diagnosis; treatment strategies; effective counseling modalities; and the use of psychopharmacology will be explored. This course will also explore and integrate the dimensions of Christian Spirituality as effecting transformation in the life of the pastoral counselor and client.

STUDENT LEARNING OUTCOMES: As a result of this course the student will be able to do the following: (1) Strategically plan, with the person in counseling, the goals, objectives, and outcomes of counseling, (2) quickly reference the DSM-V for diagnoses, and (3) comply with requirements of community mental health centers and other agencies in providing clear, concise, and structured treatment plans.

KNOWLEDGE BASE: This course fulfills one of the academic requirements for the M.A. in Counseling degree and one of the academic requirements for eligibility for the Licensed Professional Counselor in the State of Michigan.

Michigan Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Michigan Administrative Code (SOAHR) requirement for Counseling Techniques and Appraisal —R 338.1753 Rule 3 (1)(c)(iv) and/or Counseling Techniques—R 338.1753 Rule 3 (1)(c)(iii).

TEACHING STRATEGIES FOR STUDENT LEARNING: This class will include a combination of lectures, class discussions, case presentations, treatment planning, and practice sessions and plans.

REQUIRED TEXTS:
Student MUST get the books as indicated below, older editions are not acceptable.
Book 1:
Title: *The complete Adult Psychotherapy Treatment Planner (Practice planners)*
Author(s): Arthur E. Jongsma Jr., L. Mark Peterson

Book 2:
Title: *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5 by American Psychiatric Association*
Author(s): American Psychiatric Association (2013)

COURSE REQUIREMENTS/GRADING:

**Attendance & Tardiness Policy - Good attendance is mandatory.** Arriving late two times will be counted as one absence. Only one class may be missed without a grade reduction. Excessive absence or tardiness may result in a loss of 20 points, resulting in a half-grade reduction. More than four unexcused absences will result in an automatic change of registration status to audit, with no credit being given for the course. Please contact the instructor ahead of time if you must be absent the night you are scheduled to facilitate.

**Classroom preparation & plagiarism policy** - It is strongly recommended that you come to class with a heart submitted to God and with a teachable mind. Come prepared by reading and integrating all textbook assignments and by functioning as facilitator on your designed night. Acts of plagiarism will not be tolerated. Students found guilty of plagiarism will receive a failing grade on the assignment, and are subject to receive a failing grade in the course and dismissal from the Pastoral Counseling Program.

**Late work policy** - All written assignments are to be completed ON TIME. Late assignments are accepted and automatically reduced a full letter grade. No grades of Incomplete will be given. Grades of “E” (extension) will be given only in extreme situations and only if the appropriate paperwork is filed in a timely manner.

**Technology use** – It is anticipated that students will access technology (i.e. lap top, tablets, cell phones) during class times for academic use ONLY. Internet surfing, engaging social media and texting unrelated to class will be viewed as classroom disruption. Please exit the classroom to use the cellphone or texting or calls.
ASSIGNMENTS/ASSESSMENT OF STUDENT LEARNING

Students will be assessed through assignments and the quality of their class participation.

1. **Diagnosis:** There will be five scenarios provided requiring students to accurately diagnosis. Employing multiple tools towards arriving at the final diagnosis is expected. *(60 points) Beginning week 8. SLOs #1-2*

2. **Two Treatment Plans:** There will be two Treatment Plans written during this course and will make up half of your grade. The Treatment Plans are to include sufficient Description of a presenting problem (one page), a description of goals & strategies with expected outcomes. The total length for these treatment plans is 4-5 pages each. Further requirements will be discussed in class. *(120 points). Due weeks 12 & 14. SLOs #1-3*

3. **In Class Assignments:** In class diagnostic exercises will be assigned to formatively assess learning. *(60 points) Occurring as scheduled. SLOs #1-3*

4. **Quizzes:** Multiple choice, short essay, practical assessment exams will be given throughout the semester *(60 points) Occurring as scheduled. SLOs #1-2*

**QUIZZES**

Quizzes will occur on a weekly basis beginning week 3. The quiz material will focus on the previous week’s information. Quizzes are given at the start of class, therefore repeated tardiness will hinder the overall quiz grade.

**GRADING:**

*NOTE: LATE ASSIGNMENTS ARE AUTOMATICALLY REDUCED A FULL LETTER GRADE EACH WEEK UNTIL RECEIVED. ASSIGNMENTS NOT SUBMITTED DURING OR PRIOR TO CLASS ARE CONSIDERED LATE.*

**CALCULATION OF GRADE & CONNECTION WITH LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Attendance/Participation/Diagnoses</td>
<td>1-2</td>
<td>20%</td>
</tr>
<tr>
<td>Treatment Plans</td>
<td>1-3</td>
<td>40%</td>
</tr>
<tr>
<td>In Class Assignments</td>
<td>1-3</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>1-2</td>
<td>20%</td>
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**APA**

The mental health field adheres to the writing style espoused by the American Psychological Association. As such, it is IMPERATIVE that counselors are proficient with APA nuances (and there are many). It is strongly suggested that one invests the time and efforts necessary to master this writing style. Failure to do so will result in deductions for each error. It is expected that second year students have mastered the writing style. As such papers with major APA errors will be returned and marked as late upon resubmission.

*All papers are to written in the APA format*

**WEEKLY CALENDAR:**

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<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Due</th>
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<tbody>
<tr>
<td></td>
<td>Bio/psycho/social Assessment</td>
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<tr>
<td>2. Sept. 2</td>
<td>Cont’d bio/psycho/social assessment</td>
<td>Cont’d DSM discussion</td>
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<td></td>
<td>Crises Assessment &amp; Plan</td>
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<td>3. Sept. 9</td>
<td>Treatment Planning Introduction</td>
<td>Readings: TBA DSM-5 - Exam</td>
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<td>4. Sept. 16</td>
<td>Treatment Planning Continued</td>
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<tr>
<td>5. Sept. 23</td>
<td>TP – Mental Illness</td>
<td>Readings: DSM-5 TBA</td>
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<tr>
<td>6. Sept. 30</td>
<td>TP – Mental Illness cont’d</td>
<td>Readings: DSM-5 TBA DSM-5 - Exam</td>
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<tr>
<td>7. Oct. 7</td>
<td><em>In class Treatment Planning</em></td>
<td>Diagnosis</td>
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<td>9. Oct. 21</td>
<td>TP – Occupational &amp; Adjustment</td>
<td>1st Treatment Plan</td>
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<td>10. Oct. 28</td>
<td><em>In class Treatment Planning</em></td>
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<td>11. Nov. 4</td>
<td>TP – Grief &amp; Loss</td>
<td>Readings: TBA</td>
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<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<td>12. Nov. 11</td>
<td>2nd Treatment Plan</td>
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<td>14. Dec. 2</td>
<td>TP – Class Choice</td>
<td>TBA as determined by the class</td>
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<tr>
<td>15. Dec. 9</td>
<td>Class Wrap Up &amp; Closing Discussions</td>
<td>3rd Treatment Plan</td>
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TP = Treatment Plan

GRADING SCALE:

Student final letter grades will be assigned in compliance with the grading scale as adopted by the Ashland Theological Seminary in 1997.

A  97 – 100%  300 – 291  A-  93 – 96%  290 – 279
B+ 89 – 92%  278 – 267  B  86 – 88%  266 – 258  B-  83 – 85%  257 – 249
C+ 80 – 82%  258 – 240  C  77 – 79%  239 – 231  C-  74 – 76%  230 – 222
D+ 71 – 73%  221 – 213  D  68 – 70%  212 – 204  D-  65 – 67%  203 – 195
F  0 – 64%   194/below  I (see below)  E (see below)

The following description of grades is taken from the ATS catalogue (p. 65) 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: Students will be trained to function in the context of an understanding of the counselor’s core identity in Christ as one who reflects the image and character of Christ in the counseling ministry. They will understand that this ministry must be a calling that is guided and empowered by the Holy Spirit. It is the Holy Spirit of God who alone provides the competence to learn and apply clinical skills that are Biblically sound to the clients they serve.

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.

CLASSROOM PREPARATION AND PLAGIARISM: It is strongly recommended that you come to class with a heart submitted to God and with a teachable mind. Come prepared by reading and integrating all textbook assignments. Acts of plagiarism will not be tolerated. Students found guilty of plagiarism will receive a failing grade on the assignment, and are subject to receive a failing grade in the course and dismissal from the Pastoral Counseling Program.

WRITING ASSISTANCE:

NOTE: All Papers are expected to be written in a scholarly manner, in APA style. Emphasis in grading written assignments will be placed on such standards as formatting and documentation, grammar, spelling, neatness, etc.

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 syllabus is subject to change as deemed by the instructor.