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 REQUIRED READINGS:

Supplemental readings will include the following, as well as additional readings that will be assigned:


  
  **Contents of a Good Record.**


### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| 1      | Jan 12 | Introduction to Treatment Planning | Maruish: 1  
Wiger: 1 |
| 2      | Jan 19 | Client Assessment | Maruish: 2  
Wiger: 5-6  
Sommers-Flanagan Article |
| 3      | Jan 26 | Psychological Testing | Maruish: 3  
Wiger: 2  
OAC 4757-5-06 |
| 4      | Feb 2 | From Assessment to Diagnosis | Wiger: 7 |
| 5      | Feb 9 | Case Conceptualization | Maruish: 4 |
| 6      | Feb 15 | Goal-Setting & Behavior Change | *Readings TBD* |
| 7      | Feb 23 | **MIDTERM EXAM** | |
| 8      | Mar 1 | Developing a Treatment Plan, Part 1 | Maruish: 5 |
| 9      | Mar 8 | **SPRING BREAK** | |
| 10     | Mar 15 | Developing a Treatment Plan, Part 2 | Wiger: 8, Appendix A  
OAC 4757-5-09  
**Treatment Plans Due** |
| 11     | Mar 22 | Documentation in Counseling | Wiger: 9  
Cameron & Turtle-Song  
Moline, Williams & Austin  
Soisson, et al.  
OAC 4757-5-09  
**Treatment Plans Due** |
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 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.**

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 will be **worth 25% of the final grade**. The exam will include material from the textbooks, lectures, and any relevant class presentations and handouts.*

3.  **Final Exam** *(CACREP CMHC A.1, A.7, C.2, C.5, C.7, D.2, D.7, D.8, D.9, G.2)—A final exam will be given on the designated date and be **worth 25% of the final grade**. The exam will include material from the textbooks, lectures, and any relevant class presentations and handouts **covered since the midterm exam.***

4.  **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 3-4 members. The team will receive a particular client case (presented in written form) for whom the team has the responsibility of planning clinical services. Each treatment team member will select an appropriate and empirically justified theoretical orientation from which he or she 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 (consisting of client strengths and resources, the nature of services to be provided, proposed clinical interventions, short and long term goals, and the role(s) of service providers). The team will engage in a treatment team meeting in class on their assigned presentation date (approximately 45 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 treatment plan created by the group should be made available to members of the class on the day of the team’s presentation **(a copy of the team's work should be given to the professor one week prior to the presentation)**. A sample outline will be
provided by the instructor and class time given to 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 40% of final grade. Presentations begin April 19th.**

5. **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 opportunities to practice case conceptualization and treatment planning, students will have the opportunity to hone their treatment planning skills by individually developing one treatment plan according to guidelines which will be disseminated in class. The plan will be based upon a case vignette supplied by the professor. **Treatment plan is due March 22nd and is worth 10% of final grade.**

### SEMINARY GRADING SCALE

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<thead>
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<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A</td>
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<td>A-</td>
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<tr>
<td>F</td>
<td>below 65</td>
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</tr>
</tbody>
</table>

### 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

A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).

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


