Adler Graduate School
Richfield, Minnesota
Fall, 2012
AGS Course 560
Clinical Treatment Planning in Counseling and Psychotherapy

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 560

1.3 Clinical Treatment Planning in Counseling and Psychotherapy
1.4 Three (3) credits
1.5 Prerequisites: None

2. Course Description

This course offers students an in-depth examination of the content and process of behavioral health clinical treatment planning for individuals, couples, and families seeing counseling or psychotherapy. It is acknowledged that a component of clinicians’ effectiveness with their clients is developing and administering effective planning to guide clinical treatment. Managed care in particular espouses this view. This course reviews the philosophy, structure, and implementation of effective clinical treatment planning. Particular emphasis is given to developing written treatment plans.

3. Texts, Materials, and Resources (required and optional)

3.1 Required texts:


3.2 Optional text:

   None
4. **Competencies and Learning Outcomes**

Students in this course learn:

4.1 The philosophy that underlies effective treatment planning and its importance in guiding clinicians in their work with clients, as well as their coordination of services with other treatment providers. Current research into assessment and methodology per best practices will be stressed. (1.b, 1.d, 3.c, 3.d, 3.e, 5.a, 5.c, 5.d, 5.g, 7.a, 7.b, 9.a, 9.b, 9.c, 9.d)

4.2 The relationship between diagnosis and treatment planning. In particular, the *Diagnostic and Statistical Manual of Mental Disorders IV-TR* is used as a backdrop for considering the direction of treatment. Furthermore, consideration will be given to cultural self-awareness and possible biases regarding the diagnosis of clients from diverse populations and ethnic groups. The ethical implications of diagnoses will also be discussed. (1.g, 2.c, 5.a, 5.c, 5.d, 5.g, 7.a, 7.b, 7.f, 9.a, 9.b, 9.c, 9.d)

The essential components of an effective treatment plan and the rationale for each part’s use in the treatment planning document. Moreover, ethical consideration will be made regarding client advocacy and clients’ rights in the process of treatment planning. (1.f, 2.d, 3.c, 3.d, 3.e, 5.h, 9.a, 9.b, 9.c, 9.d)

The various forms and types of treatment planning documents. The variation in types of treatment plans is considerable across the field of mental health practice. These include considerations to be made regarding working with diverse populations and ethnic groups, as well as working with groups and families. (2.c, 2.5.a, 5.b, 5.c, 5.d, 5.g, 9.a, 9.b, 9.c, 9.d)

4.3 The process of using an effective treatment plan to move from planning to implementation, after-treatment assessment. The treatment plan clarifies and guides the client and clinician’s approach to clinical intervention. (2.f, 3.c, 3.d, 3.e, 5.c, 5.d, 5.g, 7.h, 8.a, 9.a, 9.b, 9.c, 9.d)
5. **Course Outline**

5.1 **Unit 1** (Monday October 1, 2012)

Reading due:

Seligman pgs 97-103, 161-162 (tx planning); 127-135 (Intake interview); 136-159 (example/case study); Handout (3-ring binder) pg. 6

~ Introductions

~ Why develop treatment plans?
~ The nature and purpose of effective treatment planning
~ An overview of the components of a typical treatment plan

~ Intake Interviews – Presenter? (TBD)

**Small group assignments** (teams of two persons): Initial assignment: Bring in written description of an assessment tool they investigate for a specific population and share with class next session (5 points)

5.2 **Units 2 and 3** (Saturday October 6, 2012)

(Unit 2)

Reading due:

Seligman pages 103-126 (ch. 4, Assessments); 165-190; 239-242 (Family)

Seligman pages 215-221 (Individual example DO-A-CLIENT-MAP)

Seligman pages 253-257 (Family example DO-A-CLIENT-MAP)

~ The framework for an effective treatment plan

~ Elements in an effective treatment plan

   Diagnosis

   Objectives
Assessments
Clinician
Location of treatment
Interventions
Emphasis

Number of people
Timing
Medication
Adjunct services
Prognosis

Presentation Group assignments (3 persons per group).

(Unit 3)

Reading due:
Seligman pgs 61-71 (unit 3); 215-221 (ind. example);
253-257 (fam. example); 325-354.

~Small groups present on Assessment Tools investigated.

~Additional forms, documentation, and considerations in Treatment planning:
~ Discharge Plans
~ Global Assessment Functioning (GAF’s)

Break out: Presentation Groups: Begin constructing Initial Treatment Plan using the Seligman model.
5.3 Unit 4 (Monday October 8, 2012)

~Evidence Based Practices (film/discussion).

Small group assignment: Bring in written description of an Evidence Based practice they investigated and be prepared to share with class next session (5 points).

Break out: Presentation Groups: Begin constructing Initial Treatment Plan using the Seligman model.

5.4 Unit 5 (Monday October 15, 2012)

Reading due:  
Ch. 5 Bitter (handout)

~ Small groups present on Evidence Based/Best practices Interventions investigated.

~ Adlerian theoretical framework (techniques and strategies)

~ Managed care and treatment planning

~ Empathic presentation or other noted presenter (TBD)

Break out: Presentation Groups: Constructing Initial Treatment Plans using the Seligman model.

5.5 Units 6 & 7 (Saturday October 20, 2012)

~ Group presentations: Initial Treatment Plans (50 points)

Each group has an allotted time of 30 - 45 minutes (not inclusive of follow up questions by peers/instructor).

Peers will be observing presentations and presenting challenges and questions to the groups decisions surrounding the “Golden Thread” between symptoms, diagnosis, assessment tools chosen, objectives determined, and interventions implemented, amongst others.

Outside resources will be used in helping groups determine their Treatment Plans
5.6  **Unit 8** (Monday October 22, 2012)

~ Presentation of instructors challenge/update for Group Project Part II: 90 day Reassessments to original Treatment Plans

~ Group project time for Project Part II: 90 day reassessments

Outside resources will be used in helping groups determine their Treatment Plans

5.7  **Unit 9** (Monday October 29, 2012)

~ Group Presentations: 90 Day Reassessment Treatment Plans (15 points)

~ Course wrap up

6.  **Special Project Time (SPT)**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30- hour experience. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7.  **Writing Guidelines including APA Format**

8. Assessment/Evaluation Procedures

8.1 Small group assignments (Group Special Projects) (10 points).

Will consist of two or more persons completing two brief written outlines of: 1) An assessment tool, and 2) An Evidenced Based practice. Each outline is worth 5 points to each member. A total of 10 points.

8.2 Group Presentations Part I:

Initial Treatment Plan (50 points).

As a group project, compose a 3-4 page, comprehensive treatment plan for your subject. This treatment plan should address all elements included in Seligman’s model (DOACLIENTMAP). This treatment plan need not be in APA format. Set all margins at 1 inch. Insert page numbers. For the class meetings when this assignment is due, make a copy of the treatment plan for each class member. This treatment plan and accompanying in-class presentation is worth 50 points.

Group Project Part II (15 points):

Follow-up (or subsequent) Treatment Plan (3 mo/6 mo following Initial Treatment Plan)

As a group project, compose a 3-4 page, comprehensive treatment plan for your subject. This treatment plan should address all elements included in Seligman’s model (DOACLIENTMAP). Set all margins at 1 inch. Insert page numbers. For the class meetings when this assignment is due, make a copy of the treatment plan for each class member. This treatment plan and accompanying in-class discussion or presentation is worth 15 points.

8.3 Individual Special Project Time (25 points)

For this course, research Evidence Based and/or Best Practices interventions for a specific, clinical population(s) according to a specific theoretical framework. Identify the therapeutic framework and discuss three (3) of the practices you investigated.

or...

You may choose to practice the DO-A-CLIENT-MAP Treatment Plan format and apply it to a specific movie character, or from a past or current client (please change name on ALL documents to protect the confidentiality of the client). Same guidelines as outlined for group presentations will apply. Please include introductory paragraph to the character, present Treatment Plan, and follow up
with a written dialog defending your choices within each area of the DO-A-CLIENT-MAP. This paper may well be 8-10 pages (inclusive of 3-4 page Treatment Plan).

This Special Project Time assignment is worth 25 points. It is expected that each student log a minimum of 30 hours and presents this log along with their Special Projects paper.

8.4 Group project treatment plans and presentations are due as outlined within the syllabus. Special Project Time papers are two weeks from the final course night.

Papers turned after the two week period outlined will be docked 5 points. For students who do not turn in their final papers within four weeks of the final course date, the grade of R (Retake) will be recorded for the course.

Please understand these logical consequences for late papers. Logical consequences are a basic Adlerian principle.

Extensions on papers are granted only for significant family emergencies or personal illness. Reasons such as, “Something came up”, or “I’ve been really busy”, or “Relatives came unexpectedly”, or “My computer crashed”, etc. are unacceptable. Plan carefully and your papers will not be late.

8.5 Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone. A student can miss two class units without explanation (i.e., two weeknights, one Saturday). If a student misses more than two out of the nine course units, he or she should meet with the course instructor. Retaking the class is a possibility.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.
Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. **Internet/On-Line**

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are the rules concerning on-line discussions:

1) Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.

2) Faculty will monitor discussion and will intervene when requested or as deemed necessary.
3) On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

4) During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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