Counseling 651
Evidence-Based Treatment Planning

Course Section:
Meeting Time and Place:
Course Credit Hours: Three (3) Semester Hours

Faculty Contact Information:
Instructor:
Phone:
Email:
Office Hours: by appointment before and after class
Website:

I. COURSE DESCRIPTION:

This course is designed to assist mental health counselors in designing client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. Course content will include a strong focus on diagnosis of mental health disorders based on criteria from the DSM-IV-TR, and subsequent treatment planning and provision of clinical care along the lines of evidence based practice. Students will become familiar with evidence-based treatment as a philosophy of practice as well as interventions indicated for specific mental health disorders. Special attention will be paid designing treatment plans that focus on outcomes that reflect effective, quality mental health care. Students completing this course with satisfactory evaluation will be able to create basic treatment plans using evidence-based interventions for depression, anxiety disorders, substance abuse, and other common presenting problems, and construct means of evaluating client progress.

II. COURSE OBJECTIVES:

The candidate will:
a. Demonstrate how to use information from multiple assessment strategies and diagnostic work-ups to create treatment plans that are client-centered, individualized, and culturally sound;

b. Describe and explain the major elements of treatment planning strategies;

c. Create basic treatment plans using evidence-based interventions for depression, anxiety disorders, substance abuse, and other common presenting problems;

d. Construct client-centered, operationally definable goals for evaluating client progress;

e. Find, evaluate, and present critical concepts and data on diagnosis and treatment of a special type of clinical issues or disorder;

f. Identify and use information about the personal, social, and cultural context of a client’s life to formulate client-centered treatment plans;

g. Describe and give examples of ways to integrate client’s values, positive personal goals, support system, and religious or spiritual beliefs into a comprehensive treatment plan.

Institutional Standards: 9

CACREP Standards:

CMHC. Counseling Prevention and Intervention – C. Knowledge
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

CMHC. Assessment – G. Knowledge
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

CMHC. Research and Evaluation – I. Knowledge
1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

III. TEXTS/MATERIALS FOR THE COURSE:


Additional Readings/Knowledge Base:


Additional Handouts and Articles as provided by the instructor

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

ASSIGNMENT A – Homework/Quizes (50 Points)

*Homework/Quizes:* Homework or Quiz assignments will be made to encourage completion of assigned reading and facilitate mastery of material. Homework may take the form of questions about reading assignments, other previously covered material, or may require responses to case-study scenarios.

ASSIGNMENT B – Critique of research Article

*Critique of Research article:* A critique (not just opinion pieces or summaries of other
research) from peer-reviewed (refereed) journals. The reference for each article should be in APA format (if you don’t know what this entails, get help about it!) at the beginning of your analysis. These articles are chosen by the candidate and approved by the course instructor and should reflect an area of professional interest.

Standards, Completion Guide and rubric for assessment:

CACREP Standards CMHC I. 1.2.3.

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

ASSIGNMENT C. Key #2 LIVETEXT SUBMISSION.

Case Study: Student will present a case study analyzing the use of evidence-based intervention and treatment planning in his or her own counseling work. In the absence of appropriate clients, case study scenarios or program development along the lines of evidence-based best-practice may be used.

COURSE EVALUATION/ASSESSMENT: (200 possible points)

- Research Article Analysis (50 points each)
- Case Study (50 points) (To be submitted for Livetext as Case Study)
- Presentation to class (50 points)
- Homework/Quizes (50 points)

Grades: A: 95% of total assignment points and up; A-: 90-94%; B+: 87-89%; B: 84-86%; B-: 80-83%; C: 75-79%; C-: 70-74%

EXPECTATIONS OF THE STUDENT:

At a minimum, students should be familiar with the following expectations:

A. The student is expected to actively participate in class.
B. The student is expected to complete the required readings and assignments.
C. The student is expected to demonstrate satisfactory performance on examinations.
D. The student is expected to respond to a variety of skill assessment techniques.
E. The student is expected to know about and use a variety of technological strategies to enhance learning
F. The student is expected to know about legal issues and ethical standards in counseling.
G. The student is expected to be in attendance for all graduate classes.

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.
Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

V. METHODS OF INSTRUCTION:

Methods of instruction will include didactic lectures, collaborative discussion, demonstration, evaluation, analyses of research articles, review of student clinical work, and student presentations. Active participation and learning through dialogue is strongly encouraged in this Masters level course.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Technology
Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

Turn-it-in
Portions of written work may be required to be submitted to Turn-It-In, the computer program designed for checking literature duplication. Submitting additional course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

Unit Commitment to Diversity
The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

LiveText
Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at [https://c1.livetext.com](https://c1.livetext.com) or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

Library Resources
The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and
documents containing over one million citations and links to more than 100,000 documents in full-text; ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text; ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; Mental Measurements Yearbook which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. UNIVERSITY POLICIES:

Students with Disabilities Policy
Any student with a disability should bring documentation for the disability to the ADA Compliance Officer in the Office of Student Services [which is presently located on Policies the third floor of the Student Center]. When the documentation has been reviewed, a form will be completed stating the reasonable accommodations to be granted to the student with a disability. All students with disabilities (learning or physical) should contact the Office of the Vice President for Student Services and Enrollment Management at (423) 869-6393.

Discrimination, Scholastic Dishonesty, Cheating, and Plagiarism Policies

Inclement Weather Policy

VIII. MISSION STATEMENTS:

University Mission and Purpose Statement

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

Approved by the Board of Trustees May 5, 2006

School of Education – Unit Mission Statement

The School of Education is dedicated to preparing professional educators of distinction who embody the three core ideas of Lincoln Memorial University. We accomplish our mission through instilling the core
ideals of **Values**, **Education** and **Service** in candidates who:

- demonstrate the disposition of the education profession – **Values**
- articulate and live by the knowledge base and understands of moral, social, and political dimensions which will impact individual students, schools, districts, and communities for the enrichment of society – **Values**
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and internship placements in partner P-12 schools – **Education**
- promote lifelong learning through continued professional development and scholarship – **Education**
- assist in meeting the educational needs of an ever-increasing global society, especially the underserved – **Service**
- articulate an understanding that all students can learn as well as demonstrate the disposition to serve and teach diverse student populations – **Service**

**Counseling Program Mission Statement**

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social, and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

**IX. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Topics Covered</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>-Introduction; overview of syllabus; overview of CACREP standards. mental health approaches: prevention, etiology, diagnosis &amp; treatment. developmental &amp; disease models. The importance of research to evidence based treatments. <em>CACREP CMHC I.1 Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.</em></td>
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<tr>
<td>Week 2-</td>
<td>The bio-psychosocial model in case conceptualization. The clinical intake. Review intake paperwork. (review samples). family and social support systems. <em>CACREP CMHC C.7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.</em> <em>CACREP CMHC C.8 Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders</em></td>
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<tr>
<td>Week 3-</td>
<td>Review of DSM-IV TR; alignment of history, diagnosis &amp; treatment.</td>
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<td>Week 4-</td>
<td>Childhood Disorders and adjustment.</td>
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<td>Week 5-</td>
<td>Anxiety &amp; Depression (EBT)</td>
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<td>Week 6-</td>
<td>Co-occurring substance issues. Personality Disorders.</td>
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**CACREP CMHC G.4.** Identifies standard screening and assessment instruments for substance use disorders and process addictions.

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<tr>
<th>Week</th>
<th>Topics</th>
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<tr>
<td>Week 7-</td>
<td>Alignment of dx, tx planning &amp; progress notes/reimbursement.</td>
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<tr>
<td>Week 8-</td>
<td>Class exercises from case conceptualization to implementation of treatment plan using evidence based practices. <strong>CACREP CMHC I.3</strong> Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.</td>
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<tr>
<td>Week 9-</td>
<td>Accountability in the reimbursement model.</td>
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<td>Week 10-</td>
<td>Discussion of NCE &amp; NCMHCE.</td>
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<td>Week 11-</td>
<td>Student presentations</td>
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<tr>
<td>Week 12-</td>
<td>Student presentations</td>
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<tr>
<td>Week 13-</td>
<td>Cultural considerations in diagnosis and treatment planning. Crisis &amp; trauma considerations.</td>
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<td>Week 14-</td>
<td>Role of Assessment &amp; Program Evaluation in EBT. <strong>CACREP CMHC I.2.</strong> Knows models of program evaluation for clinical mental health programs.</td>
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<tr>
<td>Week 15-</td>
<td>Conclusion of presentations. Evaluation of course. Closure.</td>
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There are 5 weekly quizzes in this course. They will be brief and based on the previous week’s topics. Quiz dates are: (Add dates) Additionally, the assignments are due on the following dates: article critique _____ (Critique is hard copy). Research paper on _____ on livetext. Case study on July 16th on livetext.

**XI. Plagiarism/Certification of Authorship**

**Plagiarism**

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Manual). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences or ideas in a paragraph with only one citation at the end of the paragraph resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual.

**Certification of Authorship.** I certify that I am the author of this paper titled __________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student’s Signature __________________ Date ___________

(This statement must be included with all written assignments)
The goal of a research critique is to conduct a general evaluation of a study and to determine the applicability (if any) applicability to professional practice. In this assignment special care should be taken to demonstrate that you can evaluate research applicable to your field. You should also discuss within the context of the study what models of program evaluation might have been or should have been in place. Finally, you should discuss the study in terms of whether it represented best practices in evidence based treatment strategies. Please be objective and remember that “critique” and “criticize” are two different words. Please note the following guide for your format and potential questions you may pose in your critique:

A. Summary of the Study
   - Write out the reference at the top of the article review.
   - What was the purpose of the research? Is there a need for this study? Why or why not?
   - Does the problem have significance to clinicians?
   - Why is the problem significant/important? (Or is it?)
   - Identify the research questions.

B. Supporting Literature Review
   - Does the literature review seem thorough and current?
   - Does the content of the review appear related directly to the research problem?

C. Participants
   - Who were the participants? Describe the population.
   - How were subjects recruited? Did the selection procedure appear to be appropriate?
   - Are the size and key characteristics of the sample described?
   - How representative is the sample? Discuss the level or presence of perceived bias in the study.

D. Methods and Design
   - Summarize the research design and methodology
   - How were the data collected?
   - Describe the survey instrument(s) used to gather data for this study? What evidence is there for being a quality instrument? Was it appropriate? Why or why not?
   - Discuss reliability & validity.

E. Analysis
   - How were the data analyzed?
   - Do the selected statistical tests appear appropriate?
   - Was hypothesis testing used? If so, what were the hypotheses?
• Is a rationale provided for the use of selected statistical tests?
• Were the results significant?

F. Results
• What were the findings of the research?
• Are the results presented in a clear and understandable way?
• Discuss the interpretations of the study by the authors.
• Are the interpretations consistent with the results?
• Were the conclusions accurate and relevant to the problem the authors identified?

G. Discussion and Clinical Significance
• Were the authors’ recommendations appropriate?
• Are study limitations addressed?
• How could this study be improved?
• How does the study contribute to the body of knowledge?
• Discuss implications related to practice/education/research.
• Please end with at one to two paragraphs describing any personal or clinical connections—however tangential—to the topic material covered in this study.

In short, this critique should consist of the following:

1. Cover page
2. Summary of article
3. Analysis/discussion
4. References
5. Copy of Rubric
6. Copy of article

REFERENCES

ASSIGNMENT C: COMPLETION GUIDE, STANDARDS AND ASSESSMENT RUBRIC

CG 651 Signature Assignment #1: Case Study
Case Study: Student will present a case study analyzing the use of evidence-based intervention and treatment planning in his or her own counseling work. In the absence of appropriate clients, case study scenarios or program development along the lines of evidence-based best-practice may be used.
Completion guide:
1. APA Cover Sheet
2. Present client psychosocial history.
3. Present Provisional Diagnosis
4. Present Treatment Plan that is evidence based and clearly aligned with the diagnosis and history.
5. Present strategies for program evaluation and outcome evaluation.

Standards

CACREP-2009.6.C.7
Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

CACREP-2009.6.C.8
Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders

CACREP-2009.6.G.4
Identifies standard screening and assessment instruments for substance use disorders and process addictions.

CACREP-2009.6.I.1
Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

CACREP-2009.6.I.2
Knows models of program evaluation for clinical mental health programs.

CACREP-2009.6.I.3
Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

TN-LMU-IS.9
The candidate is able to make assessments, reflects and can articulate how coursework, field experiences, and clinical practices have improved their knowledge, skills, and professional dispositions to help all students from all populations to learn (VALUES & EDUCATION).

CG 651 - Content Analysis Case Study

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<tr>
<th></th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
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<tbody>
<tr>
<td>Identification, Spelling, Grammar (5, 5%)</td>
<td>Author, title, source, dates, etc. follow APA style. Excellent grammar, spelling and academic voice are used.</td>
<td>Author, title, source dates, etc. approach correct APA style. Proficient grammar, spelling and</td>
<td>Author, title, source dates, etc. are flawed but appear to be informed by APA style. Somewhat acceptable</td>
<td>Author, title, source dates, etc. are flawed by APA style stands. Below average grammar, spelling and academic voice are used.</td>
</tr>
<tr>
<td>Clinical Description (25, 25%) CACREP-2009.6.C.7 CACREP-2009.6.C.8 CACREP-2009.6.G.4</td>
<td>Candidate clearly and comprehensively articulates an understanding of the salient features of their clinical presentation, the diagnosis(es) of best fit, and the most likely etiological factors.</td>
<td>Candidate articulates identifies with some depth relevant features of clinical presentation, using these to propose plausible diagnosis(es), and likely etiological factors.</td>
<td>Candidate identifies several important features of clinical presentation, and produces some diagnostic impressions, and reasonable, and some reasonable etiological factors.</td>
<td>Candidate provides minimal evidence of understanding of important clinical features presented, connects these minimally with marginally plausible diagnosis(es), and proposes marginally plausible etiological factors.</td>
</tr>
<tr>
<td>Assessment Patterns (25, 25%) CACREP-2009.6.G.4</td>
<td>Candidate is able to clearly analyze and current assessment and other diagnostically relevant data and propose further assessments that are appropriate with respect to age, gender, type of instrument, and cultural and ethnic variables.</td>
<td>Candidate is able to analyze with some clarity current assessment data and propose with some justification further assessments that would provide useful information while being ethnically and culturally appropriate.</td>
<td>Candidate demonstrates an overall understanding of the most relevant aspects of the assessment, but is able to recommend further information that may be only partially relevant to the client's diagnostic needs.</td>
<td>Client demonstrates little understanding of assessment/diagnostic data, has little idea of how to choose further relevant assessments/diagnostic procedures relevant to the client.</td>
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<tr>
<td>Treatment Options (25, 25%) CACREP-2009.6.C.7 CACREP-2009.6.C.8</td>
<td>Candidate develops interventions from a broad spectrum of sources, that are cogently defended as appropriate treatment/intervention s for the client.</td>
<td>Candidate shows limited consideration of a range of plausible interventions and chose interventions whose appropriateness for the client were not robustly defended.</td>
<td>Candidate provides no indication of using a rationale for selection of interventions that are of questionable appropriateness for this client.</td>
<td>Candidate does not justify or demonstrate that the chosen interventions are appropriate for the client.</td>
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<tr>
<td>Conclusions &amp; Related Outcomes (Implications &amp; Consequences) (20, 20%) TN-LMU-IS.9</td>
<td>Candidate is able to produce a clearly articulated synopsis of the client's case, discussing a cogent prognostic scenario.</td>
<td>Candidate demonstrates some cohesive clarity in a synopsis of the client's case and is able to describe a reasonable prognostic scenario.</td>
<td>Candidate produces a synopsis that lacks comprehensiveness and produce a questionable prognostic scenario.</td>
<td>Candidate's synopsis is limited and does not produce a compelling case for the proposed prognostic scenario.</td>
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</table>