



VALUES • EDUCATION • SERVICE

CG 651
Evidenced Based Treatment
and Treatment Planning
Semester & Year

Course Delivery Method: Seated Lecture Based Class
Course Section:
Meeting Time and Place:
Course Credit Hours: 3

FACULTY CONTACT INFORMATION:

Instructor:

Phone:

Email:

Office Hours: By appointment before and after class.

NOTE: THIS SYLLABUS IS PRELIMINARY. FINALIZED SYLLABUS WILL BE HANDED OUT BY INSTRUCTOR ON FIRST DAY OF CLASS.

- I. COURSE DESCRIPTION:** This course is designed to assist mental health agency 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 5, 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. Issues of ethics in relation to using manualized approaches to psychotherapy will be addressed. 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:** (CACREP) Students completing this course with a satisfactory evaluation will be able to:

- 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.

CACREP STANDARDS - MENTAL HEALTH COUNSELING

CACREP-2016.5.C.1.c

Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

CACREP-2016.5.C.2.b

Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

CACREP-2016.5.C.2.d

Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

III. TEXTS/MATERIALS FOR THE COURSE:

Jongsma, A.E. Jr., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (2014). *The Adolescent psychotherapy treatment planner: Includes DSM-5 updates 5th Ed.* New York: John Wiley & Sons, Ltd.
ISBN-13: 978-1118067840

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
ISBN-13: 978-0890425558

Additional Handouts and Articles as provided by the instructor.

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

COURSE REQUIREMENTS:

- a. Homework: Homework assignments will be made to encourage completion of assigned reading and facilitate mastering of material. Homework may take the form of questions about reading assignments, other previously covered material, or may require responses to case-study scenarios. Homework will also include a journal of assignments and reflections related to evidence-based treatments presented in class.
- b. 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. Article selected should reflect course title.
- c. Research Paper: **Paper to be submitted to Livetext and turnitin.com as Research Paper.**
- d. 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.
- e. Attendance - Class attendance and participation in discussions are expected of all class members, and will be considered as part of the grading process

COURSE EVALUATION/ASSESSMENT:

- Homework & Journal (50 points)
- Research Article Analysis (50 points)

- Case Study (100 points) **(To be submitted for Livetext as Case Study)**
- Research Paper (100 points) **(To be submitted to Livetext and turnitin.com as Research Paper)**
- Presentation to class (50 points)

Total points: 300

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%

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:** All Assignments, Lecture Notes, and Presentation Aids used for class to be posted on Blackboard Course Site. Students are to submit Research Article Analysis and Handbook Chapter Introductions for review and Assessment through Livetext. Students are to use MS Powerpoint, or equivalent presentation suite software, for class presentations. I also require that each student submit his or her Manual Chapter Headings to www.turnitin.com for a plagiarism check (part of an institution-wide policy, not just specific to this class).

Attendance - Class attendance and participation in discussions are expected of all class members, and will be considered as part of the grading process **intensive**

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

MEETING 1 –	Introductions, Review Syllabus and course requirements- Mental health approaches: Prevention, etiology, diagnosis & treatment development and disease models.
MEETING 2	Theory based Treatment planning/Discuss Topics for Research papers and sign-up for presentations
MEETING 3 –	Overview of Evidence Based Treatment Effectiveness and Efficacy of Cognitive Behavioral Therapy Evidence-Based Treatment in Child and Adolescent Therapy Sample Treatment Plans- The bio-psychosocial model in case conceptualization Similarities and differences between the DSM and ICD <i>CACREP-2016.5.C.1.c - Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</i>

	<i>CACREP-2016.5.C.2.d - Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)</i>
MEETING 4 –	Review DSM-V, Alignment of history, diagnosis, and treatment Evidence-Based Treatment of Substance Abuse Disorders Prochaska and Diclemente Stages of Change Model Motivational Interviewing and Substance Abuse Treatment The clinical intake- review intake paperwork (samples) Family and social support systems <i>CACREP-2016.5.C.2.b - Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</i>
MEETING 5 –	Case Study Proposal Due Evidence-Based Treatment of Depression and Mood Disorders Behavioral Activation in the Treatment of Mood Disorders Role of Assessment & Program Evaluation in EBT Alignment of Diagnosis, treatment planning, and progress notes/reimbursement <i>CACREP-2016.5.C.2.b - Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</i>
MEETING 6–	Research Paper Proposal Due Evidence-Based Treatment of Anxiety Disorders and Depression EBT Evidence Based Concepts of Recovery from Abuse and Trauma Behavioral Relaxation for symptoms of Anxiety
MEETING 7 –	Evidence-Based Treatment of ADHD and Behavior Modification for other Disruptive Behavioral Disorders Evidence- Based Parent Training Guest Speaker on EBT Treatments
MEETING 8-	Case Studies Due – present in class
MEETING 9 –	Class exercises from case conceptualization to implementation of treatment plan using evidence based practices Cultural considerations in diagnosis and evidence based treatment planning- crisis and trauma considerations

MEETING 10-	Work on Assignments outside of Class
MEETING 11-	Discussion of NCE/NCMHCE- Licensing requirements Accountability in reimbursement mode/managed care <i>Research Article Critique Due</i>
	SPRING BREAK – CLASS DOES NOT MEET
MEETING 12 –	Research Article Critique Due- be prepared to discuss in class Class exercises from case conceptualization to implementation of treatment plan using evidence based practices
MEETING 13-	Presentation of Research Papers 1. _____ 2. _____ 3. _____ 4. _____
MEETING 14-	Presentation of Research Papers 1. _____ 2. _____ 3. _____ 4. _____
MEETING 15-	Presentation of Research Papers 1. _____ 2. _____ 3. _____ 4. _____ LAST CLASS

Attendance - Class attendance and participation in discussions are expected of all class

VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE):

NOT APPLICABLE, GRADUATE COURSE.

IX. TRANSPARENT INSTRUCTION:

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform

to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: [OPTIONAL SECTION(s).]

XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XII. UNIVERSITY SERVICES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagged Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII. UNIVERSITY POLICIES:

UNDERGRADUATE ATTENDANCE: To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student’s responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the

following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an “excused absence” the opportunity to make up work missed without any reduction in the student’s final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University’s academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete’s responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the

University, automatically receives the grade “F” for such course(s), so noted on the student’s academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F’s is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar’s Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See “Unofficial Withdrawal.”)

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:

[Verification of Identity](#)
[Protection of Identity](#)
[No Additional Charges](#)

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor’s receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/ Institutional Compliance Officer’s office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any

individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcome's assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the

three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

IN THE EVENT OF INCLEMENT WEATHER, STUDENTS should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

XIV. **MISSION STATEMENT:**

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.

- XV. STUDENT COMMUNITY ENGAGEMENT:** A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Hannah Wilson, at hannah.wilson@lmunet.edu.
- XVI. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.
- XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS. [OPTIONAL SECTION/LANGUAGE.]**

CG 651: Evidence-Based Counseling – Rubrics and Assignment Completion Guidelines

Guidelines for Critiquing Research

The overall goal of a research critique is to formulate a general evaluation of the merits of a study and to evaluate its applicability to clinical practice. A research critique goes beyond a review or summary of a study and carefully appraises a study's strengths and limitations. The critique should reflect an objective assessment of a study's validity and significance. A research study can be evaluated by its component parts, and a thorough research critique examines all aspects of a research study. Some common questions used to guide a research critique include:

A. Description of the Study

- Write out the complete reference at the top of the article review, in APA style.
- 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?
- Identify the research questions, objectives, or hypothesis(es)

B. Literature Evaluation

- Does the literature review seem thorough? Is there an appropriate time frame, with some older and some more current references?
- Does the content of the review related directly to the research problem? Are primary sources emphasized?
- Evaluate the research cited in the literature review and the argument developed to support the need for this study.

C. Conceptual Framework

- Does the research report use of a theoretical or conceptual model for the study?
- Does the model guide the research and seem appropriate?
- How did it contribute to the design and execution of the study?
- Are the findings linked back to the model or framework?

D. Participants

- Who were the participants?
- What were the inclusion criteria for participation in the study?
- 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?
- Is there explanation for why these participants were chosen, and is there reason to suggest a bias in selection that would influence the findings?

E. Methods and Design

- Describe the study methods
- 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?
- Describe and evaluate the reliability of the instruments. (Reliability refers to the consistency of the measures.) Will the same results be found with subsequent testing?
- Describe and evaluate the validity of the instruments. (Validity refers to the ability of the instrument to measure what it proposes to measure).

F. Analysis

- How were the data analyzed?
- Do the selected statistical tests appear appropriate?
- Is a rationale provided for the use of selected statistical tests?
- Were the results significant?

G. 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?

H. 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.

REFERENCES

- Brink PJ, Wood MF. *Advanced Design in Nursing Research*. Thousand Oaks, Calif: Sage Publications; 1998.
- Frank-Stromborg M, Olson SJ. *Instruments for Clinical Health-Care Research*. Boston, Mass: Jones and Bartlett Publishers; 1997.
- Polit DF, Hungler BP. *Nursing Research, Principles and Methods*. Philadelphia, Pa: Lippincott; 1999.
- Whitely BE. *Principles of Research in Behavioral Science*. Boston, Mass: McGraw; 2002.

Research article critiques will be evaluated using the following criteria, based on above guidelines. My comments pertaining to these criteria will be noted on your paper.

- Failure to staple a copy of your Journal Article to the back of your paper -5 points

CG 651 - Key Assignment: RESEARCH PAPER & PRESENTATION

RESEARCH PAPER REQUIREMENTS:

The Research Paper shall be 3-5 Pages in length (APA Format, 12 font) not including cover sheet or reference page. Please use at least **4** professional references (i.e., peer-reviewed research articles, professional texts, etc).

RESEARCH PAPER REQUIREMENTS:

The Research Presentation shall be an oral presentation (20 minutes) of your research paper utilizing powerpoint or prezi. **Please do use any video or other multimedia forums in this presentation.** A copy of the presentation shall be emailed to the instructor.

Completion guide for **BOTH:**

1. Introduce the Diagnosis
 - a. Diagnostic criteria (e.g., duration, symptoms, course, etc)
 - b. Prevalence rates
2. Present **TWO** possible ***Treatment Plans*** that is evidence based and clearly aligned with the diagnosis and history.
 - a. One treatment plan for a **child/adolescent** AND
 - b. One treatment plan for an **adult**
3. Discuss the rationale for the different treatment plans (child/adols. Vs. adult)
4. Present strategy or plan to evaluate clinical outcomes using your treatment plans.

Standards Assessed

CACREP-2016.5.C.2.d

Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

CG 651 – Key Assignment - Research Paper – Assessment Rubric

	Above Sufficient	Sufficient	Below Sufficient
CACREP-2016.5.C.2.d Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems.	Student research paper displays comprehensive and well contextualized understanding of Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems,	Student research paper displays a clear understanding of Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and	Student research paper displays limited of vague understanding of Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the

	including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
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CG 651 – Evidence Based Treatment and Treatment Planning: Case Study Assignment

For fulfillment of the case study requirement for CG 651, Evidence-based Treatment and Treatment Planning, student will apply the concepts of Evidence-Based Treatment to a “real world” scenario that is approved in advance by the professor. This will result in the student being able to take theory and learning from the research and text, and apply to a counseling setting.

As student settings and access to counseling populations will vary, this assignment will be individualized so that the student is able to use the concepts from evidence-based treatment planning in their current work—or prepare an evidence-based group for a future practicum or internship setting. Following are a few scenarios that outline what this might look like.

A student who is not currently providing counseling or helping services may want to look at future practicum and internship experiences and create lesson plans and group materials to be used for a hypothetical treatment group. Then, at completion of this assignment, student will have assembled all materials necessary to lead a group at a practicum or internship site.

Proposed case study should consist of treatment of a specific population or disorder. Focus of the assignment is to incorporate current knowledge about the best-practice treatment for a mental health or substance abuse disorder and coherently organize a group curriculum. Project will be graded according to the following rubric shown below.

Topic for case study is well-chosen and related to course content: 10 points

In-depth knowledge of treatment planning process is conveyed—addressing both major and more subtle aspects of treatment: 10 points

Treatment plan places emphasis on measurable outcomes: 15 points.

In-depth knowledge about evidence-based best practice is incorporated in case study and treatment or curriculum is solidly based in current research literature. Clear ties are established between proposed interventions and evidence-based treatment principles: 20 points.

Goals and objectives are clearly written and client centered. Cohesively combine for an effective and empirically-supported treatment process: 10 points.

At least 5 References are cited in APA style in an appended reference page: 10 points.

Standards Assessed

CACREP-2016.5.C.1.c

Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

CACREP-2016.5.C.2.b

Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

CG 651 – Key Assignment - Case Study - Assessment Rubric for Vialivetext

	Above Sufficient	Sufficient	Below Sufficient
CACREP-2016.5.C.1.c Principles of biopsychosocial case conceptualization and treatment planning	Student case study displays comprehensive and well contextualized understanding of Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Student case study displays a clear understanding of Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Student case study displays limited of vague understanding of Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
CACREP-2016.5.C.2.b Etiology, treatment, and prevention of mental disorders	Student case study displays comprehensive and well contextualized understanding of Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Student case study displays a clear understanding of Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Student case study displays limited of vague understanding of Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders