

Adler Graduate School

Richfield, Minnesota

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:

Ansbacher, H., & Ansbacher, R. (Eds.) (1956). *The Individual Psychology of Alfred Adler*. HarperPerennial. ISBN 0-061-131154-5.

Seligman, L. (2004). *Diagnosis and Treatment Planning in Counseling* (3rd edition). Springer Publishers. ISBN 978-0-306-48472-8.

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)
- 4.3 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)

- 4.4 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)
- 4.5 The process of using an effective treatment plan to move from planning to implementation, including 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, November 16, 2009)

- ~ Introductions
- ~ The philosophy underlying effective treatment planning. Why develop treatment plans?
- ~ The impact of managed care on treatment planning in behavioral health
- ~ The nature and purpose of effective treatment planning
- ~ Assessment, diagnosis, and treatment planning: a linear model
- ~ An overview of the components of a typical treatment plan

5.2 Unit 2 (Sunday, November 22, 2009)

Reading due: Seligman pages 161-165

- ~ The framework for an effective treatment plan
- ~ Elements in an effective treatment plan (part 1)

Diagnosis
Objectives
Assessments
Clinician
Location of treatment

- ~ Consideration of an effective treatment plan for Bill Clinton (age 51)

5.3 Unit 3 (Sunday, November 22, 2009)

Reading due: Seligman pages 165-190

- ~ Elements in an effective treatment plan (part 2)

Interventions
Emphasis
Number of people
Timing
Medication
Adjunct services
Prognosis

- ~ Consideration of an effective treatment plan for Betty Ford (age 52)

5.4 Unit 4 (Monday, November 23, 2009)

See Unit 3

5.5 Unit 5 (Monday, November 30, 2009)

Reading due: Seligman pages 61-71

- ~ Diagnosis and assessment in effective treatment planning
- ~ Use of the DSM-IV-TR
- ~ Assessment guiding treatment strategy
- ~ Use of standardized measures and tests to confirm diagnosis
- ~ Planning from diagnosis: clinician and client collaboration
- ~ Consideration of an effective treatment plan for Anna Nicole Smith (age 38)

5.6 Unit 6 (Monday, December 7, 2009)

Reading due:

- ~ Writing the treatment plan
- ~ Clinical responsibility, completeness, and efficacy
- ~ Identifying and analyzing the treatment plan's readership
- ~ Moving from planning to treatment
- ~ Special issues in constructing a treatment plan

5.7 Unit 7 (Monday, December 14, 2009)

Reading due: Seligman pages 325-354

- ~ Managed care and treatment planning

Brief treatment plans
Extensive treatment plans

- ~ Group project time: Constructing the Clinton, Ford, and Smith treatment plans using the Seligman model

5.8 Unit 8 (Saturday, December 19, 2009)

See Unit 7

5.9 Unit 9 (Saturday, December 19, 2009)

- ~ Class presentations based on the Seligman model (75 points)

A treatment plan for Michael Jackson
A treatment plan for Lindsey Lohan
A treatment plan for Mackensie Philips

- ~ Reviewing the essentials of effective treatment planning
- ~ 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 a 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

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-55798-791-2).

8. Assessment/Evaluation Procedures

8.1 Group project treatment plan (75 points).

As a group project, compose a 3-4 page, comprehensive treatment plan for your subject (Jackson, Philips, or Lohan). This treatment plan should address all elements included in Seligman's model (DOACLIENMAP). This treatment plan need not be in APA format. Use 10-point font and 1.15 line spacing. Set all margins at 1 inch. Insert page numbers. For the final class meeting 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 75 points.

8.2 Special Project Time (25 points)

For this course, thoroughly search the Internet for three clinical treatment planning templates used by health insurance companies. Compose a 4-6 page paper (including title page and references) comparing the three health insurance treatment plan templates. This paper should be in APA format at 12-point font. Do not include an abstract. This Special Project Time assignment is worth 25 points.

8.3 Group project treatment plans (Jackson, Lohan, and Philips) are due at the final class meeting (December 19). Special Project Time papers are due on Monday, January 11, 2010, at 4:30 p.m.

Papers turned in between January 12 (Tuesday) and January 15 (Friday) will be docked 10 points. For students who do not turn in their final papers by January 29 (Friday at 4:30 p.m.), 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.

8.4 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:

- Cheating - 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.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - 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

Jere Truer, MA, LICSW, faculty
Adler Graduate School
3009 Holmes Avenue South
Minneapolis, MN 55408
Phone: 612-824-9745
Fax: attn Jere 612-827-8916
E-Mail: Truer02@iphouse.com

December 11, 2009