

Northern Kentucky University  
Department of Counseling, Human Services, & Social Work  
Graduate Program in Counselor Education

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Course: COU 671 Treatment Planning in Mental Health Counseling

Integration of diagnostic, case conceptualization, & treatment planning skills; review of best practice guidelines; empirically-supported treatments; outcome research; treatment manuals; treatment planning in a managed care context.

*Prerequisite:* COU 670 Diagnosis of Psychopathology, its equivalent, or permission of the instructor.

Semester: Spring 2008

Location: BEP 350

Meeting Times: Thursdays from 6:15pm to 9:00pm.

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Instructor: Greg Hatchett, Ph.D., LPCC, NCC

Office Location: BEP 203E

Office Hours: Mondays, Wednesdays, & Thursdays from 3:00pm to 6:00pm and  
by appointment

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Email: hatchettg@nku.edu (best way to reach me).

Website: www.nku.edu/~hatchettg

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**Required Textbooks:**

Woody, S. R., Detweiler-Bedell, J., Teachman, B. A., & O'Hearn, T. (2003).

*Treatment planning in psychotherapy: Taking the guesswork out of clinical care.* New York: Guilford.

Barlow, D. H. (Ed.). (2007). *Clinical handbook of psychological disorders* (4<sup>th</sup> ed.). New York: Guilford.

Kazdin, A. E., & Weisz, J. R. (Eds.). (2003). *Evidence-based psychotherapies for children and adolescents.* New York: Guilford.

Sinacola, R. S., & Peters-Strickland, T. (2006). *Basic psychopharmacology for counselors and psychotherapists*. Boston: Allyn & Bacon.

### **Recommended Textbook:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed., text revision). Washington, DC: Author.

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### **Course Objectives:**

1. Students will understand how the counseling profession has evolved over the past 100 years and the newer role of licensed professional counselors in the diagnosis and treatment of mental disorders.
  2. Students will learn the *PACC Approach to Treatment Planning* and demonstrate initial competence in applying this model to specific cases.
  3. Students will understand the major findings and conclusions from the treatment efficacy literature and identify the major components that are responsible for client improvement.
  4. Students will gain an appreciation of the value of the professional literature for developing effective treatment plans for their clientele.
  5. Students will learn empirically-supported treatment models and strategies for working with clients with specific mental disorders.
  6. Students will understand the basic principles of pharmacology and be familiar with how medications are currently being used by medical professionals in the treatment of mental disorders.
  7. Students will become aware of the best practice guidelines published by the major mental health organizations.
  8. Students will demonstrate the ability to integrate diagnostic, case conceptualization, and treatment planning skills in working with specific cases. These skills will be developed further through practicum, internship, and post-master's experience.
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### **Tentative Course Outline:**

- Jan. 17<sup>th</sup>:** Course orientation; evolution of mental health counseling; overview of the treatment efficacy literature and the common factors model of client change; introduction to the treatment planning process.
- Jan. 24<sup>th</sup>:** PACC Approach to Treatment Planning; introduction to pharmacology. (Quiz on Chapters 1-3 in *Treatment Planning in Psychotherapy* & Chapters 1-3 in *Basic Psychopharmacology*).

- Jan. 31<sup>st</sup>:** Evaluating client progress and outcome (Quiz on Chapters 4-7 in *Treatment Planning in Psychotherapy*).
- Feb. 7<sup>th</sup>:** Treatment of panic disorder, agoraphobia, PTSD, and social phobia. (Quiz on Chapters 1-3 in Barlow).
- Feb. 14<sup>th</sup>:** Treatment of GAD, OCD, & specific phobias. (Quiz on Chapters 4-5 in Barlow & Chapter 7 in *Basic Psychopharmacology*).
- Feb. 21<sup>st</sup>:** Treatment of mood disorders. (Quiz on Chapters 6-8 & 10-11 in Barlow as well as Chapters 5-6 in *Basic Psychopharmacology*).
- Feb 28<sup>th</sup>:** Treatment of psychotic, eating, and sleeping disorders. (Quiz on Chapters 11 & 14 in Barlow, Chapters 8, 11 & 14 in *Basic Psychopharmacology*, & Chapter 20 in Kazdin & Weisz).
- March 6<sup>th</sup>:** Mid-Term Examination.
- March 13<sup>th</sup>:** Spring Break.
- March 20<sup>th</sup>:** Treatment of substance-use disorders. (Quiz on Chapters 12-13 in Barlow & Chapter 13 in *Basic Psychopharmacology*).
- March 27<sup>th</sup>:** Treatment of borderline personality disorder (Quiz on Chapter 9 in Barlow & Chapter 12 in *Basic Psychopharmacology*).
- April 3<sup>rd</sup>:** Treatment of sexual disorders and relationship distress (Quiz on Chapters 15-16 in Barlow).
- April 10<sup>th</sup>:** Treatment of anxiety and mood disorders in childhood. (Quiz on Chapters 5-10 in Kazdin & Weisz).
- April 17<sup>th</sup>:** Treatment of disruptive behavior disorders. (Quiz on Chapters 11-13 in Kazdin & Weisz and Chapter 9 in *Basic Psychopharmacology*).
- April 24<sup>th</sup>:** Treatment of disruptive behavior disorders continued. (Quiz on Chapters 14-17 in Kazdin & Weisz).
- May 1<sup>st</sup>:** Student Presentations.
- May 8<sup>th</sup>:** Final Exam.

## Evaluation Procedures:

***In-Class Examinations.*** Students will complete a mid-term and comprehensive final examination. Exams will be based on the assigned readings as well as information presented in class. (All of the information contained in the reading assignments is subject to being included on exams, irrespective of whether such information was specifically discussed in class.) Because a significant amount of the course material is not derived from the textbooks, it is essential that students attend class and take careful notes. Short-answer, application, and essay items will comprise the majority of the exam questions. Consequently, students will need to know the material well enough to explain it to the instructor. Responses to the exam items will be scored using criterion- and norm-referenced grading procedures. These in-class examinations typically take 90 to 120 minutes for students to complete.

***Policy on Missed Exams.*** A student will be allowed to complete a missed examination only under unusual circumstances (severe illness, death in the family, etc.). If a student misses an exam, he or she will be responsible for providing documentation of an excused absence. In any event, the student must contact the instructor in advance of the exam to explain his or her absence. If a student receives permission to complete a make-up examination, it must be completed within one week of the original exam date and content of the exam may be different from the original examination given to the rest of the class.

**BlackBoard Quizzes.** Students will complete 12 quizzes through the BlackBoard software system. Each weekly quiz will be posted on Monday by 12:00pm and it must be completed by Thursday night at 6:00pm. Each quiz will contain approximately 5-20 multiple choice and short-answer items. These quizzes will be timed; time limits will be established by multiplying the number of questions by 5 minutes. Though the quizzes are “open book,” it is imperative that you have completed the assigned readings before beginning the quizzes. You will not likely be able to successfully complete the quizzes in this time frame without completing the readings first.

**Student Presentation/Paper.** Each student will conduct an extensive literature review on a specific disorder that will not be directly covered in class. From this research, students will write an APA style literature review and present their findings to the class. The paper/presentation should contain the following components: prevalence, diagnostic criteria, co-morbidity, assessment strategies, treatment planning issues, prognosis, & empirically-supported treatment strategies, if any. Students will also provide a copy of their papers to the instructor and their classmates for grading and future reference, respectively. (More detailed information on the expectations for this project will be provided throughout the semester.) The proposal must be written in compliance with the *APA Publication Manual*; failure to do so will result in a substantial loss of points.

Weights assigned to the assignments:

Chapter Quizzes:	20%
Paper/Presentation:	20%
Mid-Term Exam:	30%
Comprehensive Final Exam:	30%

Grading Scale:

A ( <i>Extraordinary Academic Performance</i> )	= 100-94%.
B ( <i>Expected Level of Performance</i> )	= 93-79%.
C ( <i>Marginal, but Passing, Performance</i> )	= 78-72%.
F ( <i>Inadequate Graduate-Level Performance</i> )	= <72%.

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**Expectations for Students:**

- Read the assigned chapters before the scheduled class meeting.
- Attend every class meeting; arrive on time for class.
- Dedicate a minimum of 10 hours each week to this course.**  
Students who cannot budget this much time for this course should drop immediately.
- Complete assignments on time. Late work will not be accepted.
- Be willing to share your ideas and ask difficult questions. The academic classroom should serve as an environment where diverse, and sometimes controversial, ideas can be discussed and evaluated. *The classroom will serve as a free-speech zone in which students will not be penalized for their viewpoints or opinions.* [NKU's Code of Student Rights and Responsibilities states the following: "The professor has an obligation to encourage free discussion, inquiry, and expression. He/she may not evaluate student performance based on opinions (such as religious belief or political views) or conduct in matters unrelated to academic standards. Should students feel their performance has not been judged on solely academic grounds or that their grade does not reflect the quality of their work, they may appeal the professor's decision using the Academic Appeals Procedure outlined subsequently."]
- Students are expected to adhere to the NKU Student Honor Code. Specifically, the honor code states that students "will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic regulations." Academic dishonesty includes, but is not limited to, cheating or helping other students cheat on examinations/assignments and plagiarism (i.e., presenting another's work or ideas as one's own). When preparing a written document for grading, one should be careful to

give credit, through appropriate citations, where credit is due. The use of citations should follow the style guidelines of the APA Publication Manual. Because issues surrounding proper citation can be ambiguous, please consult the instructor if in doubt. Violations of the Honor Code may lead to severe consequences, including up to expulsion from this course or NKU. More detailed information about the Honor Code can be found on one of the university's web pages at the following location:  
[www.nku.edu/~deanstudents/Rights-Contents.htm](http://www.nku.edu/~deanstudents/Rights-Contents.htm).

- Please turn off or place on silent mode all potentially disruptive electronic devices, such as cell phones and pagers.

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### **Students with Disabilities:**

Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Disability Services Office. Please contact the Disability Service Office immediately in the University Center, Suite 320 or call 859-572-6373 for more information. Verification of your disability is required in the Disability Services Office for you to receive reasonable academic accommodations. Visit the Disability Services website at [www.nku.edu/~disability/](http://www.nku.edu/~disability/).

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### **Flexibility Clause:**

This syllabus should be regarded as a tentative document and subject to change. Any changes to the syllabus or course structure will be announced in class. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to attend class meetings on a regular basis.

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