

Northern Kentucky University  
School of Kinesiology, Counseling, & Rehabilitative Science  
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; review of outcome research findings; use of treatment manuals; treatment planning in a managed care context.

Semester: Spring 2020

Location: MEP 296

Meeting Times: Tuesdays from 6:15pm to 9:00pm

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

Office Location: MEP 211

Office Hours: Posted on door and by appointment

Phone #: 859-572-6195

Email: hatchettg@nku.edu (easiest way to reach me). If I do not respond to your email within 24 hours during the regular workweek (Monday-Friday), please email me again.

**Required Texts:**

Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (5<sup>th</sup> ed.). New York: Guilford.

Makover, R. B. (2016). *Treatment planning for psychotherapists: A practical guide for better outcomes* (3<sup>rd</sup> ed.). Washington, DC: American Psychiatric Publishing.

Sinacola, R. S., Peters-Strickland, T., & Wyner, J. D. (2020). *Basic psychopharmacology for counselors and psychotherapists* (3rd ed.). Hoboken, NJ: Pearson.

Weisz, J. R., & Kazdin, A. E. (Eds.). (2017). *Evidence-based psychotherapies for children and adolescents* (3<sup>rd</sup> ed.). New York: Guilford.

**Planned Course Outline:**

<b>Meeting Dates:</b>	<b>Content Areas:</b>	<b>Assignments:</b>
January 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Course Orientation</li> <li>• Evolution of Clinical Mental Health Counseling</li> <li>• Review of the Utilization &amp; Outcome Literature</li> </ul>	
January 21 <sup>st</sup>	Transtheoretical Treatment Planning Model: Part 1	Canvas Quiz on Chapters 1-8 in Makover text
January 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Transtheoretical Treatment Planning Model: Part 2</li> <li>• Introduction to Psychopharmacology</li> </ul>	Canvas Quiz on Chapters 9-16 in Makover text & Chapters 1-4 in <i>Basic Psychopharmacology</i>
February 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Panic Disorder</li> <li>• Agoraphobia</li> <li>• PTSD</li> <li>• Social Phobia</li> </ul>	Canvas Quiz on Chapters 1-3 in Barlow text
February 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• OCD</li> <li>• GAD</li> <li>• Psychopharmacological Treatment of Anxiety Disorders</li> </ul>	Canvas Quiz on Chapters 4-5 in Barlow text & Chapters 7 & 11 in <i>Basic Psychopharmacology</i>
February 18 <sup>th</sup>		<b>Exam #1</b>
February 25 <sup>th</sup>	Depressive Disorders	Canvas Quiz on Chapters 7-9 in Barlow text & Chapter 5 in <i>Basic Psychopharmacology</i>
March 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Bipolar Disorder</li> <li>• Eating Disorders</li> </ul>	Canvas Quiz on Chapters 11 & 17 in Barlow text & Chapters 6 & 14 in <i>Basic Psychopharmacology</i>
March 10 <sup>th</sup>		<b>Spring Break</b>
March 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Psychotic Disorders</li> <li>• Substance-Use Disorders</li> </ul>	Canvas Quiz on Chapters 12-14 in Barlow text & Chapters 8 & 13 in <i>Basic Psychopharmacology</i>
March 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Borderline Personality Disorder</li> <li>• Evidence-Based Therapy Relationships</li> </ul>	Canvas Quiz on Chapters 10 & 15 in Barlow text & Chapter 12 in <i>Basic Psychopharmacology</i>
March 31 <sup>st</sup>		<b>Exam #2</b>
April 7 <sup>th</sup>	Treatment of Childhood Disorders: Internalizing Disorders	Canvas Quiz on Chapters 1,2,4, & 5 in Weisz & Kazdin text
April 14 <sup>th</sup>	Treatment of Childhood Disorders: Externalizing Disorders	Canvas Quiz on Chapters 6-10 in Weisz & Kazdin text
April 21 <sup>st</sup>	Student Presentations	
April 28 <sup>th</sup>	Student Presentations	
May 5 <sup>th</sup>		<b>Comprehensive Final Exam</b>

## Evaluation Procedures:

***In-Class Examinations.*** Students will complete three in-class examinations, including a 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 the exams, irrespective of whether such information was specifically discussed in class.) Short-answer, application, and essay items will comprise the majority of the exam questions. Students will need to know the material well enough to both explain it to the instructor and apply it to various scenarios. Responses to the exam items will be scored using criterion- and norm-referenced grading procedures. These examinations typically take 90 to 180 minutes for students to complete.

***Policy on Missed Exams.*** A student will only be allowed to take a missed examination under extraordinary circumstances (severe illness, death in the family, etc.). The student **must** contact the instructor in advance of the examination time to explain his or her absence and secure permission to take the exam at a later date. The student has the responsibility to provide the instructor with documentation for an excused 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 the content of the exam may be different from the exam given to the rest of the class.

**Canvas Quizzes.** Students will complete 10 quizzes over the assigned readings via the Canvas software system. Each quiz will contain approximately 10-20 multiple choice and/or short-answer items. These quizzes will be timed; time limits will be established by multiplying the number of questions by 4 minutes. The quizzes will be due before the respective class meeting by 6:15pm. Though the quizzes are “open book,” it is imperative that you carefully complete the assigned readings before logging on to Canvas. You will not likely do well on the quizzes without carefully completing the readings first. Furthermore, you may not receive assistance from another classmate in completing any of the quizzes; this action is considered to be cheating and subject to disciplinary action.

**Treatment Planning Project.** Each student will write a develop a treatment planning guide on a specific disorder or *problem in living* that is not directly covered in the assigned readings. The guide should contain the following elements: prevalence of the disorder or problem, assessment and treatment planning issues, prognosis, & empirically-supported treatment strategies, if any. Think of this document as representing a treatment plan that could be useful for other counselors in working with clients who present with the selected presenting problem. Each student will be randomly assigned to orally present his or her treatment planning guide in class on either April 21<sup>st</sup> or 28<sup>th</sup>. The written treatment planning guide will be due in my email inbox by 6:15pm the same night the student has been assigned to orally present the treatment planning guide in class. (A scoring rubric and example papers will be provided in Canvas.)

**Course assignments will be given the following weights:**

Online Quizzes:	15%
Treatment Planning Paper:	20%
Exam #1:	20%
Exam #2:	20%
Final Exam:	25%

**Grading Scale:**

Graduate Plus/Minus scale		
Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	70-76.99	2.00
F	0-69.99	0

**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 15 hours each week to this course.** Students who cannot budget this much time for the 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). **Students who are found guilty of plagiarism will receive an F in this course.**

Violations of the Honor Code may also lead to additional consequences, including up to expulsion from the program 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.

### Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

In-Class Meetings: 15 weeks x 2.75 hours	=	41.3 Hours
Readings: 55 chapters x 2 hours each	=	110.0 Hours
Canvas Quizzes: 10 Quizzes x 1.5 hours each	=	15.0 Hours
Treatment Planning Project	=	20.0 Hours
Regular Exams: 2 x 15 hours each	=	25.0 Hours
<u>Comprehensive Final Exam</u>	=	<u>20.0 Hours</u>
<b>Total</b>	=	<b>231.3 Hours</b>

**Average Time Commitment Each Week: 14.5 Hours**

### Course Evaluation System

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks\* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you.

The students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability.

To complete online evaluations go to <http://eval.nku.edu> <<http://eval.nku.edu/>> . Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

1. Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
2. Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
3. Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
4. Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

### ***Non-Attendance Policy***

- NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.
- Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

### **Student Honor Code**

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the

integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein. Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of "F," or removal from the course in which the violation occurs. Repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy.

Additional information is available at: <https://inside.nku.edu/scra.html#policies>

### **Accommodations Due to Disability**

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

### **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 all class meetings.

### **Knowledge and Skill Outcomes:**

#### ***CACREP 2016 Standards***

*Standards evaluated in connection with CACREP Key Objective Assessments are in bold.*

<b>Student Learning Outcomes Connected to CACREP 2016 Standards</b>	<b>CACREP<sup>1</sup></b>	<b>Class Assignments</b>	<b>Cross- curricular experiences</b>
Strategies for career development program planning, organization, implementation, administration, and evaluation	2.F.4.f.	Readings	COU 630
Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i.	Readings	COU 630 COU 660
Develop developmentally relevant counseling treatment or intervention plans	2.F.5.h.	Quizzes, Exams, & Treatment Plan Paper	COU 640 COU 641 COU 675 COU 622 COU 621

Understand procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c.	Quizzes, Exams	COU 660 COU 601 COU 650 COU 674 COU 622 COU 621 COU 642
Recognize procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d.	Quizzes, Exams	COU 660 COU 642 COU 621 COU 622 COU 674 COU 650 COU 601
Recognize use of assessments for diagnostic and intervention planning purposes	2.F.7.e.	Quizzes, Exams, & Treatment Plan Paper	COU 660 COU 630 COU 670
Reliability and validity in the use of assessments	2.F.7.h.	Treatment Plan Paper	COU 660 COU 680
Identify evidence-based counseling practices	2.F.8.b.	Treatment Plan Paper	COU 680 COU 640 COU 670 COU 675  COU 622 COU 621 COU 642
Understand the evaluation of counseling interventions and programs	2.F.8.e.	Quizzes, Exams, & Treatment Plan Paper	COU 680 COU 660  COU 621
Understandable analysis and use of data in counseling	2.F.8.i.	Quizzes, Exams, & Treatment Plan Paper	COU 680 COU 660
Understand ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	2.F.8.j.	Quizzes, Exams, & Treatment Plan Paper	COU 680
Identify principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	<b>5.C.1.c.</b>	Quizzes, Exams, & Treatment Plan Paper	COU 670
Understand psychological tests and assessments specific to clinical mental health counseling	5.C.1.e.	Quizzes, Exams, & Treatment Plan Paper	COU 660
Understand diagnostic process, including differential diagnosis and the	5.C.2.d.	Midterm & Final Exam	COU 600 COU 675



use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)			COU 670
Understand the impact of biological and neurological mechanisms on mental health	<b>5.C.2.g</b>	Midterm & Final Exam	COU 620 COU 675
Recognize classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	<b>5.C.2.h</b>	Quizzes	COU 675
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	<b>5.C.2.m</b>	Quizzes, Exams	COU 601 COU 650 COU 690 COU 691
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	<b>5.C.3.a</b>	Quizzes, Exams, & Treatment Plan Paper	COU 620 COU 640 COU 660 COU 674
Techniques and interventions for prevention and treatment of a broad range of mental health issues	<b>5.C.3.b</b>	Quizzes, Exams, & Treatment Plan Paper	COU 690 COU 691 COU 670