GRADUATE COURSE SYLLABUS
Case Conceptualization and Treatment Planning
CE 813

Course Location: ONLINE

Instructor: Melinda “Mindy” Wise, MSSA/LSW
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724-946-7378

Office Hours: By appointment via phone or meet at campus

Catalog Description: This course provides the student with the necessary skills to develop treatment plans, effectively navigate complex clinical cases, and apply DSM-5 diagnoses to clients in a variety of settings. Additionally, students are prepared to enact treatment plans and engage in ongoing assessment of effectiveness of treatment interventions. Prerequisite Courses: CE 812.

Course Description: The purpose of the course is to provide the student with the necessary skills to develop treatment plans, effectively navigate complex cases, and apply DSM-5 diagnoses to clients in a variety of clinical settings. Additionally, students are prepared to enact treatment plans and engage in ongoing assessment of effectiveness for treatment interventions. The course will be delivered using a wide variety of methods including lecture, readings, case studies, group activities, and media. Prerequisite Courses: CE 812.

Program Statement: The Counselor Education program prepares counselors to serve students, school staff, families and the community at large. To be prepared to work with these constituents effectively, students must be able to perform adequately in academic work, conduct themselves in an appropriate interpersonal manner and be open to opportunities for personal exploration and growth. A student’s continuation in the program may be delayed if his or her academic performance, interpersonal or emotional well-being interferes with learning or the operation of the program.
Required Textbooks:


Disability Policy:
Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College.

Academic Integrity:
Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness is not permitted. Students should be intimately familiar with Westminster College’s Academic Integrity Policy. The Westminster Policy provides a detailed description of what is considered academic integrity, behaviors which are viewed as breaches of the policy, the procedures that will be followed in every case of violation of the policy and the consequences of violating the policy. Students are also required to follow the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to become familiar with either code is not justifiable excuses. All written work will be electronically submitted to Turnitin.com, a plagiarism detection service.

Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an “F” on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.
Late and Make-Up Work Policy:
If you know ahead of time that a due date is problematic, please inform your instructor. Additionally, extensions may be granted on a case-by-case basis. If no prior arrangements were made, any assignment submitted after the due date will receive a 10% grade deduction per day. Assignments submitted 3 days late or later will receive a zero. Late work will not be accepted after the course end date.

Course Communication Instructions:
It is expected that students enrolled in this course will behave as mature adults engaged in graduate level study. As a mature learner.
Students will:
1. Interact with other students in a respectful manner.
   As we discuss course topics, a spirit of respect for diverse opinions is to be demonstrated by students. As a counselor, you must learn to be respectful of where your clients/students are in their life journeys, thus this class will serve as “training ground” for your future work with clients or students. Keep in mind courses such as Case Conceptualization and Treatment Planning are designed to serve as an introduction to the field of counseling. Thus, they can help students and faculty evaluate a student’s readiness for the counseling profession.
2. Accept responsibility for his/her behavior and learning.
3. Assess his/her progress and request assistance when needed.
4. Accept constructive feedback as an essential component of learning.

Instructor will:
1. I will be logging in to the course site to facilitate student progress frequently.
2. Email is the preferred means of contact with the instructor. Please send your email messages from your student Westminster account. You can either choose to do this by logging into your assigned email account or using the email feature on the D2L course site. Please do not send emails from your personal email account. I will respond to student emails within 48 hours (emails not checked on Sundays).
3. Students are expected to check their email and the course website at least three times each week for announcements and/or important messages.

Grading:

- 96-100 Of all possible points= A+
- 94-95 = A
- 92-93 = A-
- 90-91 = B+
84-89 = B
82-83 = B-
80-81 = C+
74-79 = C
72-73 = C-
65-71 Of all possible points= D
Below 65= Failure of course

Course Requirements:
The instructor reserves the right to alter/adjust the syllabus as necessary.
1. Class attendance and participation – As this class is online, please be sure to sign in regularly and complete all work within the week’s module by Sunday at 11:59 PM.
2. Readings – It is assumed that all assigned readings and resources will be read weekly. The success of the class depends on your cognitive understanding of the skills and concepts to be discussed and demonstrated.
3. Assignments:
   A. Graded Assignments:
      1. Midterm: Diagnostic Evaluation, week three draft and completed assignment to be turned in by week 4 or 5 (this will be determined with the instructor and may be different for each student, depending on needs as assessed by the instructor)
      2. Final: Diagnostic Evaluation (evidences case conceptualization) and Treatment plan
      3. Two Quizzes
   B. Required Assignments (assess skills being obtained)
      1. Treatment plans to be completed in weeks 5, 6, and 7
4. Discussions: There will be a minimum of one discussion per week
   A. You are required at minimum for one original post per week
   B. You are required two substantive replies to peer posts per week

Course Outcomes and Evaluation

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<tr>
<th>Course Outcomes</th>
<th>CACREP Standards / SLOs</th>
<th>Evaluation Method</th>
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<tr>
<td>Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders</td>
<td>V.A.2.c; SLO 4, SLO 12; SLO 13</td>
<td>Discussion board questions and treatment plan assignments</td>
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<td>Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>V.C.2.b; SLO 4, SLO 12; SLO 13</td>
<td>Discussion board questions; Diagnosis &amp; treatment planning case homework</td>
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<td>Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling</td>
<td>II.F.5.j; SLO 4, SLO 12; SLO 13</td>
<td>Diagnosis &amp; treatment planning case homework</td>
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<tr>
<td>Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans</td>
<td>II.F.5.h; SLO 4, SLO 6, SLO 12</td>
<td>Diagnostic interview and Discussion board questions</td>
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<td>Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments</td>
<td>V.C.1.e; SLO 4, SLO 6, SLO 12, SLO 13</td>
<td>Diagnostic interview and Discussion board questions</td>
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<td>Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management</td>
<td>V.C.1.e; SLO 4, SLO 6, SLO 12, SLO 13</td>
<td>Diagnostic interview assignment, Discussion board questions, and treatment plan assignments</td>
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<td>Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders</td>
<td>V.C.2.e; SLO 4, SLO 6, SLO 12, SLO 13</td>
<td>Diagnostic interview assignment and Discussion board questions</td>
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<td>Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling</td>
<td>II.F.5.j; SLO 7; SLO 12, SLO 13</td>
<td>Discussion board questions, treatment planning assignments</td>
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<td>Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em></td>
<td>V.C.2.d; SLO 4, SLO 6; SLO 12, SLO 13</td>
<td>Diagnostic interview and discussion board questions</td>
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Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care

Knows the impact of co-occurring substance use disorders on medical and psychological disorders

Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event

Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments

Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events

### Course Schedule

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<tr>
<th>Schedule</th>
<th>Topics / Assignments</th>
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<tr>
<td>Week 1</td>
<td>Assessment Tools and Introduction to Biopsychosocial Model</td>
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<td>Week 2</td>
<td>Biopsychosocial and Mental Status Exam</td>
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| Week 3 | Diagnostic Interview Assignment  
Case Conceptualization  
Mid-Term of written diagnostic evaluation (draft) |
|--------|-----------------------------------------------------------------------------------|
| Week 4 | Core Treatment Planning  
Quiz |
| Week 5 | Example Treatment plans, write treatment plans, with focus on co-occurring conditions  
(final draft due on diagnostic evaluation)  
Treatment plan assignment |
| Week 6 | Example of treatment plans with focus on when to initiate, maintain, and terminate treatment  
Treatment plan assignment due  
Quiz |
| Week 7 | Examples of treatment plans with focus on various settings, and trauma/crisis/disaster  
Treatment plan assignment due |
| Week 8 | Complete a Diagnostic Evaluation and Develop a Treatment plan |