CNL-610 | Clinical Assessment, Diagnosis, and Treatment

Syllabus

COURSE DESCRIPTION

This course provides a conceptual framework for the use of assessment and diagnostic tools for the development of appropriate treatment interventions for a variety of behavioral health and substance use disorders. Included is an introduction to the use of the diagnostic tools, including the DSM, and the integration of diagnostic and assessment information, in the development of treatment plans.

CREDITS

3

PREREQUISITES

None

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

ACA Code of Ethics

Read the current version of the American Counseling Association (ACA) Code of Ethics. School counselors must adhere to both the ACA and ASCA ethical standards.

https://www.counseling.org/resources/ethics
(https://www.counseling.org/resources/ethics)

Additional Counseling Requirements

The information below is applicable to all students enrolled in any Counseling program at Grand Canyon University.

Required Program Materials: *DSM* and *ICD*

***Diagnostic and Statistical Manual of Mental Disorders (DSM*)**

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*). The manual will be used throughout your program.
The *DSM* will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

International Classification of Disease

Students are required to familiarize themselves with the current version of the *International Classification of Disease* (*ICD*) reference on the World Health Organization website. To access the current version of the ICD, please visit the World Health Organization website.

Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

Recommended Program Material:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association website.

APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

https://ssc.gcu.edu/#/media-element/1FF26538-38D0-EA11-910D-005056BDE9D6 (https://ssc.gcu.edu/#/media-element/1FF26538-38D0-EA11-910D-005056BDE9D6)

Arizona Board of Behavioral Health Examiners (AZBBHE)

Explore the Arizona Board of Behavioral Health Examiners (AZBBHE) website.

http://azbbhe.us/ (http://azbbhe.us/)

CACREP Standards Mapping of Learning Outcomes

The course objectives are informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed. Review the "CNL-610 CACREP Standards Mapping" document to see which specific CACREP standards are mapped to the course.

CHSS Christian Worldview Integration Statement for Instructor

CHSS Christian Worldview Integration

Notice to the Instructor: Through dialogue, we can challenge our assumptions, learn from each other, and grow in empathy and compassion to promote understanding of all human experiences. Meaningful dialogue can help bridge divides and promote peace and harmony in our world. We can strive to find common ground and recognize our shared humanity, despite our differences.

Optional CATs to provide to students to engage students and bring their attention to the CHSS statement.

CAT 1: Objective – to explore the meaning of the statement and Scripture and its relevance to our lives today.

- Begin by reading 1 Samuel 16:7: "The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart."
- Discuss the passage by considering the following: What does it mean to say that God looks at the heart, not the outward appearance? How does this passage challenge our assumptions and bias/prejudices about others?

CAT 2: Objective – to cultivate a heart that is focused on what matters to the Lord.

- Discussion: What are some ways that we judge others based on their outward appearance? How can we cultivate a heart that is focused on what matters to God? How can we help others see beyond outward appearances to what really matters?

Clinical Mental Health Counseling e-Portfolio Requirements

At the end of this program, you will be required to submit an e-Portfolio. The e-Portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you use Weebly or Google Sites to create your portfolio. Visit the Counseling Community Connections (CCC) website to review the e-Portfolio requirements. From the Home Page, click on the Counseling programs drop-down menu and click on the Clinical Mental Health Counseling tab. Sign into the Clinical Mental Health Counseling page

then click on the e-Portfolio tab at the top of the page to find the related e-Portfolio documents. NOTE: Make sure you have at least one artifact for each required section. A few sections are optional.

https://cce.gcu.edu (https://cce.gcu.edu)

Clinical Mental Health Counseling: Elements of Effective Practice

Young, J. S., & Cashwell, C. S. (2017). *Clinical mental health counseling: Elements of effective practice*. SAGE Publications, Inc. ISBN-13: 9781506305639

CMHC and SC Counselor in Training Handbook

Review the "CMHC and SC Counselor in Training Handbook" on the CMHC and SC Forms, Handbook, and Resources tab located on the Student Success Center for the College of Humanities and Social Sciences. Become acquainted with the expectations and program requirements to complete a successful program of study.

https://ssc.gcu.edu/#/page/chss/ (https://ssc.gcu.edu/#/page/chss/)

CMHC Counselor Dispositions

Students in the Clinical Mental Health Counseling (CMHC) programs should refer to the "Counselor Dispositions" document located on the Clinical Mental Health Counseling (CMHC) tab located on the Student Success Center for the College of Humanities and Social Sciences.

https://ssc.gcu.edu/#/page/chss/ (https://ssc.gcu.edu/#/page/chss/)

CMHC e-Portfolio Guidelines for Artifacts

At the end of this program, you will be required to submit an e-Portfolio. The e-Portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you use Weebly or Google sites to create your portfolio. Please make sure you have at least one artifact for each required section listed in the CMHC e-Portfolio Guidelines for Artifacts.
From the Home Page, click on the Counseling programs drop down menu and click on the Clinical Mental Health Counseling tab. Sign into the Clinical Mental Health Counseling page and you will click on the e-Portfolio tab at the top of the page to find the related e-Portfolio documents.

https://cce.gcu.edu (https://cce.gcu.edu)

CNL-610 Student Guide to Individual Student Assessment-KPIs Presentation

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide presentation attached.

CNL-610 Student Guide to Individual Student Assessment-KPIs Video

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide video.

https://ssc.gcu.edu/#/media-element/111453df-6d48-ef11-91ac-005056bd41ef (https://ssc.gcu.edu/#/media-element/111453df-6d48-ef11-91ac-005056bd41ef)

CNL-610 The Big Test at the End

Review "The Big Test at the End" pdf for information regarding preparing for the National Counseling Licensure Exam.

Counselor in Training (CIT) e-Portfolio Guidelines

The CMHC e-Portfolio showcases your learning and development throughout your program of study; however, the final e-Portfolio will not be submitted until the end of your program in CNL-664AB: Counseling Internship II. As a result, you will need to consider concrete evidence of your counselor identity development based on various experiential learning opportunities. Although some of the professional artifacts related to the professional dispositions of learners may be selected from different course assignments as listed in the CMHC e-Portfolio Guidelines, you may also provide evidence of your growth with other relevant assignments or activities depending on your personal preference. Please see the Counseling e-Portfolio Template and use it to guide you in your selection process of how to best represent your ongoing professional development as a counselor in training.
From the Home Page, click on the Counseling programs drop down menu and click on the Counseling tab. Sign into the Counseling page and you will click on the e-Portfolio tab at the top of the page to find the related e-Portfolio documents.

https://cce.gcu.edu (https://cce.gcu.edu)

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU's programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.

Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

DSM-5-TR Online Assessment Measures

Explore the *DSM-5-TR* version of the Online Assessment Measures if you are choosing to use the current version of the *DSM.*

https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures (https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures)

GCU Library Evaluating Sources: Scholarly Sources

Review the GCU Library Evaluating Sources: Scholarly Sources and read "Defining Scholarly Resources." You are required to support information provided in your assignments using scholarly resources.

https://libguides.gcu.edu/EvaluatingSources (https://libguides.gcu.edu/EvaluatingSources)

Health Information Privacy

https://www.hhs.gov/hipaa/for-professionals/index.html (https://www.hhs.gov/hipaa/for-professionals/index.html)

Introduction to the DSM

Review "Introduction to the *DSM*" on the CMHC and SC Forms, Handbook, and Resources tab located on the Student Success Center for the College of Humanities and Social Sciences.

https://ssc.gcu.edu/#/page/chss/ (https://ssc.gcu.edu/#/page/chss/)

Lopes Write

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite (https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite)

Methods of Instruction

The methods of instruction for this course may include but are not limited to lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

Spiritual and Religious Competencies

Review the "Spiritual and Religious Competencies" on the Association for Spiritual, Ethical, and Religious Values in Counseling-Competencies (ASERVIC) website.

https://aservic.org/spiritual-and-religious-competencies/ (https://aservic.org/spiritual-and-religious-competencies/)

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the University Policy Handbook, located on the University and Academic Policies section of GCU.edu under Helpful Academic Links on the right side of the page.

https://www.gcu.edu/academics/academic-policies.php (https://www.gcu.edu/academics/academic-policies.php)

INSTRUCTOR ONLY MATERIALS

CHSS Statement

CHSS Christian Worldview Integration Statement

Grand Canyon University is a Christian institution committed to service and engagement in the way of Jesus through intentional Christian community. The College of Humanities and Social Sciences focuses on developing purposeful, globally minded individuals who exemplify Christ's love and compassion. Through our rigorous academic programs, we equip our students with the necessary tools to engage in meaningful dialogue with all humanity and make a positive impact on the world.

“The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart.” (1 Samuel 16:7 NIV)

CNL-610 Course Revision History

CNL-610 Discussion Questions

CNL-610 Instructor Guide to Individual Student Assessment - KPIs Presentation

To understand individual student assessments and Key Performance Indicators (KPIs) view the Instructor Guide presentation attached.

CNL-610 Instructor Guide to Individual Student Assessment-KPIs Video

To understand individual student assessments and Key Performance Indicators (KPIs) view the Instructor Guide video.

CNL-610 Lucy Case Studies

CNL-610 Supplemental Activities

CNL-610 Topic 8 Quiz: Answer Key

GCU Library’s Academic Writing

Refer to the GCU Library’s Academic Writing resources on the Academic Writing and Study Skills website to find writing resources and tutorials.

GCU Writing Center

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: The Intake Process

Objectives:

1.1: Explain the legal and ethical requirements of informed consent compliance. [CACREP 2.F.5.e]

1.2: Demonstrate knowledge of state rules and standards for practice.

Topic Materials

Textbooks

Electronic Resources

Clinical Mental Health Counseling: Elements of Effective Practice

Read Chapters 1, 2, and 3 in *Clinical Mental Health Counseling: Elements of Effective Practice.*

Cultural Humility, Counseling Alliance, and Counseling Outcome Among LGBTQ+ Clients

Read "Cultural Humility, Counseling Alliance, and Counseling Outcome Among LGBTQ+ Clients," by Ratanashevorn et al., from *Journal of Counseling & Development* (2024).

https://doi.org/10.1002/jcad.12510 (https://doi.org/10.1002/jcad.12510)

Documents, Forms and Releases, Oh My!

Read "Documents, Forms and Releases, Oh My!" by Cross, from *Counseling Today (*2021*).*

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=152336164&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=152336164&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Health Information Privacy

Explore the Health Information Privacy page, located on the U.S. Department of Health and Human Services website to review legal requirements for health care professionals.

https://www.hhs.gov/hipaa/for-professionals/index.html (https://www.hhs.gov/hipaa/for-professionals/index.html)

HITECH Act Enforcement Interim Final Rule

Read "HITECH Act Enforcement Interim Final Rule" on the HHS.gov website.

https://www.hhs.gov/hipaa/for-professionals/special-topics/hitech-act-enforcement-interim-final-rule/index.html (https://www.hhs.gov/hipaa/for-professionals/special-topics/hitech-act-enforcement-interim-final-rule/index.html)

Optional - The No Surprises Act: Should I Be Worried?

For additional information, the following is recommended:

"The No Surprises Act: Should I Be Worried?" by Wheeler, from *Counseling Today* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=156257998&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=156257998&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Telehealth Effectiveness for Addiction: Jury is Still Out

Read "Telehealth Effectiveness for Addiction: Jury Is Still Out" from *Alcohol & Drug Abuse Weekly* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153064486&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153064486&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

The Multicultural Awareness, Knowledge, and Skills Survey (MAKSS)

Complete the MAKSS survey for Part B of the "Counselors Disposition Reflection."

http://drkdrcounselingcourses.weebly.com/uploads/4/9/6/6/4966511/the_makss_instrument.pdf (http://drkdrcounselingcourses.weebly.com/uploads/4/9/6/6/4966511/the_makss_instrument.pdf)

Assignments:

CNL-610 State's Rules Review (Obj. 1.2)

As a counselor, you will be required to know and abide by your state's documentation requirements. In this assignment, you will be asked to review your state's requirements related to documentation in several key areas of the profession. Similarly, you will be asked to review the ACA Code of Ethics to identify key codes related to documentation requirements, multiculturalism competencies, dual relationships guidelines, and their importance in ethical and effective treatment planning. For this assignment, complete the attached "CNL-610 Topic 1 Your State's Rules and Regulations Review" document.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

CNL-610 Counselor Dispositions Reflection (Topic Obj.)

In this assignment, you will be completing a self-reflection in relation to the Counselor Dispositions then using the Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) to assess your multicultural competence. Complete the "Counselor Dispositions Reflection."
Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

Discussion Questions:

Topic 1 DQ 1

What preparation does the counselor need to undertake prior to the beginning of the assessment process? What issues might impact the effectiveness of the interview?

Topic 1 DQ 2 (Obj. 1.1 and 1.2)

Define ″Informed Consent." How would you describe informed consent to a client? What does it include? What additional information would need to be in the informed consent when providing distance counseling? What are HIPAA and HITECH, and what is their relevance to the informed consent process? Refer to the ACA Code of Ethics.

This discussion question is informed by the following CACREP Standard:

2.F.5.e. The impact of technology on the counseling process.

Participation:

Topic 1 Participation : 20.0 points

Topic 2: Client Biopsychosocial History

Objectives:

2.1: Assess the biopsychosocial history of a client including the examination of the presenting problem, client history, and prior treatment interventions. [CACREP 2.F.5.h, 5.C.3.a]

2.2: Document the procedure for completing a biopsychosocial interview. [CACREP 2.F.5.g]

2.3: Analyze a prospective client for treatment suitability while considering the screening process.

2.4: Identify all the information necessary for a complete case conceptualization. [CACREP 2.F.5.g]

2.5: Illustrate the use of the 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). [CACREP 2.F.7.l, 5.C.2.d]

Topic Materials

Textbooks

Electronic Resources

Case Formulation and the Diagnostic Process - Media

Review the “Case Formulation and the Diagnostic Process” media piece in preparation for this week’s discussion questions.

https://lc.gcumedia.com/mediaElements/gcu-sequence-application/v1.1/?case-formulation-and-the-diagnostic-process (https://lc.gcumedia.com/mediaElements/gcu-sequence-application/v1.1/?case-formulation-and-the-diagnostic-process)

Clinical Mental Health Counseling: Elements of Effective Practice

Read Chapters 5, 6, and 12 in *Clinical Mental Health Counseling: Elements of Effective Practice.*

Making Sense of Test Score Validity in Counseling Assessment

Read "Making Sense of Test Score Validity in Counseling Assessment," by Lenz, from *Measurement and Evaluation in Counseling and Development* (2024).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=001396478700001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=001396478700001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Standardized Mini-Mental State Examination (SMMSE)

Review the Standardized Mini-Mental State Examination (SMMSE) from the British Columbia Ministry of Health website.

http://www2.gov.bc.ca/assets/gov/health/practitioner-pro/bc-guidelines/cogimp-smmse.pdf (http://www2.gov.bc.ca/assets/gov/health/practitioner-pro/bc-guidelines/cogimp-smmse.pdf)

The Biopsychosociotechnical Model: A Systems-Based Framework for Human-Centered Health Improvement

Read "The Biopsychosociotechnical Model: A Systems-Based Framework for Human-Centered Health Improvement," by Card, from *Health Systems* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cmedm&AN=38235298&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cmedm&AN=38235298&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

The Use of Structured Clinical Interviews for Assessment in Counseling

Read “The Use of Structured Clinical Interviews for Assessment in Counseling,” by Vacc and Juhnke, from *Journal of Counseling & Development* (1997).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=11216806&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=11216806&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

Discussion Questions:

Topic 2 DQ 1 (Obj. 2.1)

What are some of the areas of a client’s life that might help a counselor develop/identify patterns of mental illness in a case conceptualization?

This discussion question is informed by the following CACREP Standard:

5.C.3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

Topic 2 DQ 2 (Obj. 2.1)

How do patterns of mental illness differ according to population? Name examples where one psychological symptom could be interpreted in two different ways based on age/gender/identified problem.

This discussion question is informed by the following CACREP Standard:

5.C.3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

Participation:

Topic 2 Participation : 20.0 points

Topic 3: Case Conceptualization

Objectives:

3.1: Synthesize a theoretical approach for treatment of a client. [CACREP 5.C.2.b, 5.C.3.b]

3.2: Explain assessments, including those from the latest version of the DSM, to help with case conceptualization and treatment planning.

Topic Materials

Textbooks

Electronic Resources

Case Conceptualization: Applying Theory to Individuals

Read "Case Conceptualization: Applying Theory to Individuals," by Murdock, from *Counselor Education & Supervision* (1991).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9705294175&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9705294175&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Case Conceptualization: Key to Highly Effective Counseling

Read "Case Conceptualization: Key to Highly Effective Counseling," by Sperry, from *Counseling Today* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=147508887&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=147508887&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Clinical Mental Health Counseling: Elements of Effective Practice

Read Chapters 4 and 7 in *Clinical Mental Health Counseling: Elements of Effective Practice.*

Co-Occurring Disorders

Visit the SAMHSA website to learn about the importance of coordination and collaboration with mental health services.

https://www.samhsa.gov/substance-use/treatment/co-occurring-disorders (https://www.samhsa.gov/substance-use/treatment/co-occurring-disorders)

Eight Steps to Diagnosis

Read Chapter 2 of “Eight Steps to Diagnosis,” by Hammond, from *Diagnostic Essentials of Psychopathology: A Case-Based Approach* (2022).

https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/diagnostic-essentials-of-psychopathology-a-case-based-approach/i639.xml (https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/diagnostic-essentials-of-psychopathology-a-case-based-approach/i639.xml)

Using Case Documentation to Strengthen Counselor Trainees’ Case Conceptualization Skills

Read "Using Case Documentation to Strengthen Counselor Trainees’ Case Conceptualization Skills," by Prieto and Scheel, from the *Journal of Counseling and Development* (2002).

https://lopes.idm.oclc.org/login?url=http://search.proquest.com.lopes.idm.oclc.org/docview/219025901?accountid=7374 (https://lopes.idm.oclc.org/login?url=http://search.proquest.com.lopes.idm.oclc.org/docview/219025901?accountid=7374)

Assignments:

CNL-610 Theoretical Case Conceptualization (Obj. 3.1 and 3.2)

When counselors are forming a treatment plan, the case should be understood (or conceptualized) through a theoretical lens. That is, a theory of personality should be used to explain client’s presentation. This becomes the case conceptualization. From this conceptualization, a counselor can form a treatment plan utilizing the theoretical approaches associated with the theory of personality as interventions.

For this assignment, review your completed biopsychosocial assessment of Lucy from Topic 2. In 750-1,000 words, conceptualize Lucy’s case using a theory of personality of your choice. In your submission, include the following:

- Discuss what treatment theory (e.g., Freudian, Adlerian, Cognitive, Behavioral, Rational Emotive) you would use with Lucy, describing how the theory explains Lucy’s presentation. Be sure to discuss how your theory of choice describes the formulation of problems, the change process, and the utilization of the theory’s associated therapeutic techniques as intervention and prevention strategies.
- Provide a description of how you would address any mental health, medical, legal, and substance use issues that the client exhibits in the case study through the lens of your counseling theory of choice.

- Provide a rationale for the appropriate mental health service modalities within continuum of care (e.g., inpatient, outpatient, partial treatment, aftercare, mental health counseling services networks).
- Include how you would prioritize the needs and formulate agreed-upon outcomes, measures, and strategies. Be sure to include four to five scholarly resources in your paper.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

5.C.2.b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

5.C.2.c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.

5.C.2.f. Impact of crisis and trauma on individuals with mental health diagnoses.

5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.

Discussion Questions:

Topic 3 DQ 1 (Obj. 3.2)

Analyze at least two different models that are used to complete a biopsychosocial case conceptualization and treatment plan within the counseling profession. What are the strengths and limitations of each model? How do they influence the case conceptualization, treatment planning and documentation processes of a biopsychosocial case?

This discussion question is informed by the following CACREP Standard:

5.C.1.c: Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

Topic 3 DQ 2 (Obj. 3.2)

How would you explain a diagnosis to a client? Are there circumstances in which a diagnosis would not be appropriate to share with a client?

This discussion question is informed by the following CACREP Standard:

2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Participation:

Topic 3 Participation : 20.0 points

Topic 4: Treatment Planning

Objectives:

4.1: Develop a treatment plan with goals, objectives, and interventions. [CACREP 2.F.5.j, 5.C.2.b]

4.2: Differentiate the concepts of crisis intervention, short-term, and long-term goals. [CACREP 5.C.2.f]

4.3: Analyze the importance of client collaboration in creating the treatment plan.

4.4: Evaluate the importance of assessing cultural and developmental factors that influence treatment planning. [CACREP 2.F.5.h]

4.5: Prioritize client treatment goals based on client safety and symptom severity.

Topic Materials

Textbooks

Electronic Resources

Alcohol Use Disorder Identification Test (AUDIT)

Review the "Alcohol Use Disorder Identification Test (AUDIT)" on the Substance Abuse and Mental Health Services Administration.

https://www.samhsa.gov/resource/dbhis/alcohol-use-disorders-identification-test-audit (https://www.samhsa.gov/resource/dbhis/alcohol-use-disorders-identification-test-audit)

Assessment, Diagnosis and Treatment Planning: A Map for the Journey Ahead

Read "Assessment, Diagnosis and Treatment Planning: A Map for the Journey Ahead," by Bray, from *Counseling Today* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=153073603&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=153073603&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Case Formulation and the Diagnostic Process - Media

Review the “Case Formulation and the Diagnostic Process” media piece in preparation for this week’s discussion questions.

https://lc.gcumedia.com/mediaElements/gcu-sequence-application/v1.1/?case-formulation-and-the-diagnostic-process (https://lc.gcumedia.com/mediaElements/gcu-sequence-application/v1.1/?case-formulation-and-the-diagnostic-process)

Clinical Mental Health Counseling: Elements of Effective Practice

Review Chapters 3, 6, and 7 in *Clinical Mental Health Counseling: Elements of Effective Practice.*

Culturally Responsive Case Conceptualization and Treatment Planning

Read Chapter 7 of "Culturally Responsive Case Conceptualization and Treatment Planning," by Jones-Smith, from *Culturally Diverse Counseling: Theory and Practice* (2019).

https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/culturally-diverse-counseling/i3291.xml (https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/culturally-diverse-counseling/i3291.xml)

Drug Abuse Screening Test (DAST)

Review the "Drug Abuse Screening Test (DAST)" from the National Library of Medicine website.

https://cde.nlm.nih.gov/formView?tinyId=QJPG1TWwl (https://cde.nlm.nih.gov/formView?tinyId=QJPG1TWwl)

DSM-5-TR Online Assessment Measures

Explore the "*DSM-5-TR* Online Assessment Measures" on the American Psychiatric Association's webpage.

https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures (https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures)

Michigan Alcoholism Screening Test (MAST)

Review the "Michigan Alcoholism Screening Test (MAST)" on the MDApp website.

https://www.mdapp.co/michigan-alcohol-screening-test-mast-287/ (https://www.mdapp.co/michigan-alcohol-screening-test-mast-287/)

Online Assessment Measures

Explore the "Online Assessment Measures," located on the American Psychiatric Association website. You will be referring to this site when completing the assignment.

https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-assessment-measures (https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-assessment-measures)

Optional - Generational Trauma: Uncovering and Interrupting the Cycle

For additional information, the following is recommended:

“Generational Trauma: Uncovering and Interrupting the Cycle,” by Bray, from *Counseling Today* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=161610721&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=161610721&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional - Working Toward a Solution-Focused Goal

For additional information, the following is recommended:

“Working Toward a Solution-Focused Goal,” by Coulter, from *Counseling Today* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=160574033&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=160574033&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Psychometric Evaluation of the Weekly Version of the PTSD Checklist for DSM-5

Read "Psychometric Evaluation of the Weekly Version of the PTSD Checklist for DSM-5," by Darnell et al., from *the STRONG STAR Consortium and the Consortium to Alleviate PTSD*.

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=001444511800001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=001444511800001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

CNL-610 Benchmark - Treatment Plan and Progress Monitoring* (Obj. 4.1, 4.2, 4.3, 4.5)

Read the "Lucy Case Study: Part Two" attachment and review your completed Biopsychosocial Assessment about Lucy. This assignment has three parts:

- Treatment Plan Development
- Problem Identification and Diagnostic Decision Making
- Progress Monitoring

In a 750-1,000-word paper and treatment plan, include the following:

Part 1: Treatment Plan Development

NOTE: Documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

Develop a treatment plan for Lucy using the attached treatment plan template. Be sure to complete each component of the treatment plan:

- Diagnosis
- Problem Description
- Goal
- Objective
- Intervention
- Target Date

Part 2: Problem Identification and Diagnostic Decision Making

NOTE: For Parts 2 and 3, APA style is required.

- Discuss how you would use the Level 01 Cross-Cutting Measure (CCM-1) to inform the treatment plan development process.
- Identify and describe Lucy's diagnosis and the process utilized in determining a final diagnosis using the most current version of the *DSM* and the *ICD*.

Part 3: Progress Monitoring

NOTE: For Parts 2 and 3, APA style is required.

- Determine what Level 02 Cross-Cutting Measure (CCM-2) you would utilize in future sessions based on the information provided.
- Identify one additional assessment or test that would measure the symptoms you are attempting to assess based on the treatment goals/plan. Discuss the standardization of the assessment, its appropriateness for the case, how it's administered, the interpretation of the results, and how it would be used to inform the treatment plan.
- Describe how you would convey the assessment findings to the client and her family.
- Include how you would prioritize the needs and formulate agreed-upon outcomes, measures, and strategies. Be sure to include three to four scholarly resources in your paper.

Submit the paper and treatment plan template to your instructor.

Prepare Parts 2 and 3 according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

*This assignment is recommended as a representative artifact in your e-Portfolio.

This performance assessment assesses the Key Performance Indicator (KPI) for Assessment & Testing and the Clinical Mental Health Counseling Speciality Area.

GCU Benchmark Information

This benchmark assignment assesses the following programmatic competencies and professional standards:

MS Clinical Mental Health Counseling

1.5: Assess a client and provide a justifiable diagnosis. [CACREP 2.F.5.j, 2.F.7.a, 2.F.7.b, 2.F.7.c, 2.F.7.d, 2.F.7.e, 2.F.7.f, 2.F.7.g, 2.F.7.h, 2.F.7.i, 2.F.7.j, 2.F.7.k, 2.F.7.l, 2.F.7.m, 5.C.2.b, 5.C.2.d]

1.6: Identify an appropriate testing instrument, explain how to administer the test, and interpret test results. [CACREP 2.F.7.j, 5.C.2.b; MC1, MC2]

This assignment is informed by the following CACREP Standards:

2.F.5.i. Development of measurable outcomes for clients.

2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention.

2.F.7.l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.

5.C.1.c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

5.C.1.e. Psychological tests and assessments specific to clinical mental health counseling.

5.C.2.b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

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).

5.C.2.f. Impact of crisis and trauma on individuals with mental health diagnoses.

5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.

Discussion Questions:

Topic 4 DQ 1 (Obj. 4.4)

Study the “Case Formulation and the Diagnostic Process” media piece. Now, summarize the process of assessment, diagnosis, etiology, prevention, and treatment of mental and emotional disorders in your own words. What are some implications of not including the client in the creation of a treatment plan? How does the therapist support the client in adopting beneficial behaviors to progress through the stages of change? Use appropriate clinical nomenclature throughout your summary.

This discussion question is informed by the following CACREP Standard:

5.C.2.b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

Topic 4 DQ 2 (Obj. 4.2)

What are differences among goals, objectives, and interventions on a treatment plan? How do the following impact treatment planning: (1) cultural considerations and (2) developmental stage of the client?

This discussion question is informed by the following CACREP Standards:

2.F.5.h. Developmentally relevant counseling treatment or intervention plans.

2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention.

5.C.2.b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

Participation:

Topic 4 Participation : 20.0 points

Topic 5: Writing Progress Notes

Objectives:

5.1: Write appropriate progress notes for counseling sessions.

5.2: Evaluate a progress note.

Topic Materials

Textbooks

Electronic Resources

Case Note Sample Narratives

Read “Case Note Sample Narratives” located on the health.ny.gov website (2017).

https://www.health.ny.gov/health_care/medicaid/publications/docs/olcm/oltclcm-1att2.pdf (https://www.health.ny.gov/health_care/medicaid/publications/docs/olcm/oltclcm-1att2.pdf)

Clinical Mental Health Counseling: Elements of Effective Practice

Read Chapters 8 and 9 in *Clinical Mental Health Counseling: Elements of Effective Practice.*

CNL-610 Writing SOAP and DAP Notes Resource

Review the "Writing SOAP and DAP Notes Resource."

HIPAA Privacy Rule and Sharing Information Related to Mental Health

Read “HIPAA Privacy Rule and Sharing Information Related to Mental Health” located on the U.S. Department of Health and Human Services website.

https://www.hhs.gov/sites/default/files/hipaa-privacy-rule-and-sharing-info-related-to-mental-health.pdf (https://www.hhs.gov/sites/default/files/hipaa-privacy-rule-and-sharing-info-related-to-mental-health.pdf)

Lucy Case Study: Part Two

Read Lucy’s Case Study: Part Two prior to answering the Topic 5 discussion questions.

SOAP Notes

Read "SOAP Notes," by Podder, Lew, and Ghassemzadeh, from *StatPearls* (2023).

https://www.ncbi.nlm.nih.gov/books/NBK482263/ (https://www.ncbi.nlm.nih.gov/books/NBK482263/)

Assignments:

Discussion Questions:

Topic 5 DQ 1 (Obj. 5.1 and 5.2)

In Topic 4, you created a treatment plan for Lucy. Create a SOAP note that would go in the client’s chart following the visit. Post the SOAP note as a reply to this discussion thread. For follow-up discussion, evaluate at least two of your peers' SOAP notes. Would you have documented anything differently? Why or why not?

Topic 5 DQ 2 (Obj. 5.1 and 5.2)

In Topic 4, you created a treatment plan for Lucy. If your client were to attend a group therapy session, write a progress note for that client’s participation in that group. How is writing a group progress note different than an individual progress note?

Participation:

Topic 5 Participation : 20.0 points

Topic 6: Risk Assessment

Objectives:

6.1: Complete a thorough risk assessment for a client. [CACREP 5.C.2.b]

6.2: Describe the procedure for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. [CACREP 2.F.7.c]

Topic Materials

Textbooks

Electronic Resources

Clinical Mental Health Counseling: Elements of Effective Practice

Read Chapter 10 in *Clinical Mental Health Counseling: Elements of Effective Practice.*

Exercising Discretion: Case Study: A Dangerous Client

Read "Exercising Discretion: Case Study: A Dangerous Client" by *Sage Publications* (2019).

https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/counseling-ethics-for-the-21st-century/i883.xml (https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/counseling-ethics-for-the-21st-century/i883.xml)

Optional - Screening and Assessment

For additional information, the following is recommended:

"Screening and Assessment," by Knapp, in *Suicide Prevention: An Ethically and Scientifically Informed Approach* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2019-44429-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2019-44429-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Risk Assessments in the Mental Health Field

Read "Risk Assessments in the Mental Health Field" by *Salem Press Encyclopedia of Health* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=93872208&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=93872208&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Self-harm and Suicide: Occurrence, Risk Assessment and Management for General Nurses

Read “Self-Harm and Suicide: Occurrence, Risk Assessment and Management for General Nurses,” by Haddad et al., from *Nursing Standard* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=157177833&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=157177833&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Taking A Culturally Responsive Approach to Suicide Assessment

Read “Taking a Culturally Responsive Approach to Suicide Assessment,” by Rhodes, from *Counseling Today* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=171803136&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=171803136&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Validation of the Suicide Counseling Skills Inventory

Read "Validation of the Suicide Counseling Skills Inventory," by Coohey, Neblett, and Knox, from *Crisis: The Journal of Crisis Intervention and Suicide Prevention* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=RN629419274&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=RN629419274&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

When, Who, How: Broaching Past Attempts to Die by Suicide

Read “When, Who, How: Broaching Past Attempts to Die by Suicide,” by Jorgensen, from *Counseling Today* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=160006631&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=160006631&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

CNL-610 Risk Assessment Scenario (Obj. 6.1 and 6.2)

As a counselor, being competent and familiar with risk assessment is essential to the therapeutic process, both in giving a client’s context related to treatment of their psychological symptoms and in helping the clinician prioritize short- and long-term treatment outcomes. This assignment contains three parts, as identified and described below. Please complete each part with a combined essay of 1,000-1,250 words.

Part 1: Read the “Lucy Case Study: Part Two.” In 150-200 words, describe a scenario from the case study that you believe requires a risk assessment.

Part 2: Write a 200-300-word summary, discussing specific behaviors, risk factors, and protective factors that lead you to create a risk assessment.

Part 3: Write a 500-750-word summary, discussing how you would assess Lucy. Include a description of:

- The questions you would ask to determine Lucy's level of risk
- At least one specific protocol that you would follow based on Lucy’s responses, and documentation

Your submission must be supported by the literature and ethical standards of the profession. Also, include at least three scholarly sources in your paper in addition to the textbook.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. Because it covers all with style.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

5.C.2.b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

Discussion Questions:

Topic 6 DQ 1 (Obj. 6.2)

Suicidality, self-injury, and homicidality are important to consider upon each session with a client. What does the literature indicate between suicidality and self-injury? Describe a counselor's responsibility of duty to warn and protect in the state in which you plan to practice. What considerations are warranted for providing virtual services?

Topic 6 DQ 2 (Obj. 6.1 and 6.2)

During assessment, counselors need to identify risk factors in the client's presentation as well as protective factors to weigh them against. Risk factors are factors in the young person's presentation or situation that could increase the likelihood of them coming to harm. Protective factors are those that could decrease this risk. What are some risk and protective factors that counselors need to consider as part of their risk assessment process with young people?

Participation:

Topic 6 Participation : 20.0 points

Topic 7: Obstacles and Reassessment

Objectives:

7.1: Demonstrate the ability for flexibility in changing the treatment plan based on client presentation.

7.2: Explain if and how the treatment plan needs to be reevaluated based on changes in the client's circumstances.

Topic Materials

Textbooks

Electronic Resources

Clinical Mental Health Counseling: Elements of Effective Practice

Review Chapter 7 and read Chapters 13 and 15 in *Clinical Mental Health Counseling: Elements of Effective Practice.*

How Do We Know Whether Treatment Has Failed? Paradoxical Outcomes in Counseling With Young People

Read "How Do We Know Whether Treatment Has Failed? Paradoxical Outcomes in Counseling With Young People," by McLeod, from *Frontiers in Psychology* (2024).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=001248879900001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=001248879900001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

How Full Is the Glass? Examining the Validity of the Counseling Center Assessment of Psychological Symptoms-62 Across Five Ethnoracial Groups

Read "How Full Is the Glass? Examining the Validity of the Counseling Center Assessment of Psychological Symptoms-62 Across Five Ethnoracial Groups," by Zhao et al., from *Journal of Counseling Psychology* (2025).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2025-78734-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2025-78734-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Predicting Resistance Management Skill From Psychotherapy Experience, Intellectual Humility and Emotion Regulation

Read "Predicting Resistance Management Skill From Psychotherapy Experience, Intellectual Humility and Emotion Regulation," by Di Bartolomeo et al., from *Psychotherapy Research* (2024).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2024-28494-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2024-28494-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

CNL-610 Treatment Plan Reassessment (Obj. 7.1 and 7.2)

In Topic 4, you submitted a treatment plan for your client Lucy. Since the initial treatment plan, several changes have taken place within Lucy's case. Read Lucy's Case Study: Part Three. Using your Topic 4 treatment plan, review and revise (as appropriate) the treatment plan given the new information in Lucy's case.

Part 1: Review the initial Treatment Plan submitted in Topic 4 specifically using a different color font to delineate from the previous treatment plan.

- Reassess your treatment plan diagnoses, goals, and objectives based on the new information provided.
- Fill out and submit a new treatment plan evidencing the changes made in treatment utilizing the treatment plan template provided.

Part 2: In a 1,000-1,250-word essay, answer the questions presented in a separate Word document, addressing the following:

- Examine the case and propose why the changes in the client's presentation have occurred. Be sure to consider the theory to conceptualize these changes.
- Reassess the effectiveness and validity of the treatment plan, discussing how the client has met, made progress, or has not made progress toward treatment goals. Within your discussion, explore the obstacles that are preventing any client success.
- Discuss how the treatment plan needs to be adjusted to address the changes in the situation, providing justification for these changes based in the theory, literature, and ethical standards of the profession. Include any legal considerations related to this case, as well. If psychological assessments are being used, please discuss the relevance. Be sure the changes are reflected in your revised treatment plan.
- Discuss how you would evaluate the resources available for you to make a referral for Lucy, how these referrals would be communicated to the client, and how you would collaborate with other behavioral health care professionals.

Submit the revised treatment plan and essay to your instructor.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

This assignment is informed by the following CACREP Standard:

5.C.3.d. Strategies for interfacing with integrated behavioral health care professionals.

Discussion Questions:

Topic 7 DQ 1 (Obj. 7.1 and 7.2)

What are some red flags that would indicate client resistance? How can you most effectively deal with resistance? What are some considerations related to treatment planning?

Topic 7 DQ 2 (Obj. 7.1 and 7.2)

What types of interventions that align with a Christian worldview might be appropriate to help a client become more focused and motivated? What are the indicators the client is stuck?

This discussion question is informed by the following CACREP Standard:

5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.

Participation:

Topic 7 Participation : 20.0 points

Topic 8: Discharge Summary

Objectives:

8.1: Evaluate if the client has made progress toward and/or met established treatment goals.

8.2: Identify possible areas for improvement or additional services needed including community-based resources. [CACREP 2.F.5.k]

Topic Materials

Textbooks

Electronic Resources

Clients' and Counselors' Termination Decisions and Experiences in Counseling

Read "Clients' and Counselors' Termination Decisions and Experiences in Counseling," by Lee, Wang, and Swift, from *Current Psychology* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.742851174&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.742851174&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Clients' Experiences of Therapy Ending

Read "Clients' Experiences of Therapy Ending," by Marmarosh, from *The Other Side of Psychotherapy: Understanding Clients' Experiences and Contributions in Treatment* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2022-68420-013&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2022-68420-013&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Clinical Mental Health Counseling: Elements of Effective Practice

Read Chapters 11 and 14 and review Chapter 12 in *Clinical Mental Health Counseling: Elements of Effective Practice.*

Ending Counseling Relationships

Read "Ending Counseling Relationships," by Jorgensen et al., from *Counseling Today* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=158303707&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=158303707&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional - Implications of Clinically Significant Change Research for Evidence-Based Counseling Practice

For additional information, the following is recommended:

“Implications of Clinically Significant Change Research for Evidence-Based Counseling Practice,” by Hatchett, from *Journal of Counseling & Development* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=152574837&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=152574837&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

CNL-610 Discharge Summary and Summary Statement (Obj. 8.1 and 8.2)

Part 1: Using the information contained in Lucy’s Case Study: Part Three, complete a discharge summary for your client using the "Discharge Summary" template.

Part 2: Write a 500-750-word summary statement about your client, Lucy.

Include or address the following in your summary statement:

1. Demonstrate whether Lucy met or made progress toward the goals of the treatment plan.
2. What specifically contributed to the success of the treatment plan or lack thereof?
3. What language would you use to communicate the outcome to the client?
4. How would you document the final session?

Include at least three scholarly sources in your paper.

Submit your discharge summary and summary statement to your instructor.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

This assignment meets the following CACREP Standard:

2.F.5.k: Strategies to promote client understanding of and access to a variety of community-based resources intervention.

Discussion Questions:

Topic 8 DQ 1

Why is it important to consider the first session the beginning of discharge planning? Why is it important to prepare an accurate and consistent discharge summary? Be sure to include ethical considerations and involvement of the client, including a discussion regard how you would prepare a client for discharge and the information that should be discussed in sessions leading up to termination.

This discussion question is informed by the following CACREP Standard:

2.F.5.k. Strategies to promote client understanding of and access to a variety of community-based resources.

Topic 8 DQ 2 (Obj. 8.2)

The ACA Code of Ethics discusses termination, referral, and abandonment in terms of ethical discharge planning. What are the differences among the three, and how discharge planning should be productive for clients leaving care? Additionally, provide at least one example as to how discharge planning can help avoid client abandonment.

This discussion question is informed by the following CACREP Standard:

2.F.5.k. Strategies to promote client understanding of and access to a variety of community-based resources.

Participation:

Topic 8 Participation : 20.0 points

Gradebook

Assignment	**Topic Due**	**Non Trad Points**
CNL-610 State's Rules Review (Obj. 1.2)	Topic 1	50
CNL-610 Counselor Dispositions Reflection (Topic Obj.)	Topic 1	50
CNL-610 Theoretical Case Conceptualization (Obj. 3.1 and 3.2)	Topic 3	100
CNL-610 Benchmark - Treatment Plan and Progress Monitoring* (Obj. 4.1, 4.2, 4.3, 4.5)	Topic 4	150
CNL-610 Risk Assessment Scenario (Obj. 6.1 and 6.2)	Topic 6	100
CNL-610 Treatment Plan Reassessment (Obj. 7.1 and 7.2)	Topic 7	100
CNL-610 Topic 8 Quiz	Topic 8	10

Assignment	Topic Due	Non Trad Points
CNL-610 Discharge Summary and Summary Statement (Obj. 8.1 and 8.2)	Topic 8	100
Discussion Questions	Topics 1-8	80
Participation	Topics 1-8	160
Total		900

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