



M.S. in Clinical Mental Health Counseling (MSC)

Syllabus

MSC 527, Section ASY

Evidence Based Practices and Outcome Evaluation

Fall Semester 2021

3 Credit Hours

| | |
|---------------|---|
| Dates: | August 30 – December 17 |
| Settings | Online/Distance Learning Asynchronous - Moodle Classroom |
| Instructors: | Sachin Jain, PhD, NCC Associate Professor & Director of Counseling Jared Roberts, PhD, LCPC Assistant Professor & Program Lead |
| Contact: | Email: Sachin.jain@uprovidence.edu ; jared.roberts@uprovidence.edu |
| Office: | Library, Room 105 |
| Office Hours: | By Appointment |
| Website: | https://www.uprovidence.edu/academics/explore-programs/clinical-mental-health-counseling/ |

I. Course Description

- A. Catalog Description: Evidence-Based Practices and Outcome Evaluation, MSC527, is a theoretical and skill development course for counselors, educators, and clinicians to strengthen knowledge, awareness, and skills in the competencies required to effectively identify and use evidence-based practices and outcome evaluation. The goal of this course is to provide counseling students an in-depth look at evidence-based practices and outcome evaluation with an emphasis on practical knowledge and strategies for effective mental health counseling services.

This course will review ways in which professional counselors demonstrate accountability to the individuals, groups, and organizations they serve. Various means of clinical documentation will be reviewed including case notes and treatment planning. Program evaluation will be addressed to include consultation and grant writing. The role of managed care in counselor accountability will also be reviewed.

B. Methods of Instruction: This course will be taught as an asynchronous graduate course with various settings such as lecture and group discussion, cases for practical applications such as clinical progress notes, presentations, and an academic paper. It is expected that students will have read all readings and be prepared to engage in a conversation regarding major points and application of the readings. Students will also receive an overview about program evaluation in mental health services. Students are expected to be respectful of others' opinions, share perspectives, engage in critical thinking, integrate information and theories from other disciplines, and engage in ethical practices.

C. Instructor's Elaboration: This course will consist of two primary components.

Part I will be an in-depth analysis of current documentation procedures for mental health treatment and planning, with an emphasis on development of outcome assessment methodology. Included will be a thorough study of the Intake Interview, including the Biopsychosocial Assessment, the Mental Status Exam, Formulation of Diagnosis, Treatment Planning, and subsequent documentation of progress through comprehensive progress notes. The overall goal of Part I will be that of preparing the student for paperwork documentation demands as required in virtually all mental health settings.

Part II will focus on Program Evaluation for Human Service Professionals to provide a framework for Quality Assurance and Grant Writing endeavors. Established principles and processes for planning and evaluating program and systems change will be considered, with an emphasis on developing procedures for assessment of effectiveness of change efforts.

II. Program Student Learning Objectives

COUNSELING AND HELPING RELATIONSHIPS

By the end of this program, students will be able to:

- Analyze theories and models of counseling.
- Identify relevant counseling interventions suitable to a specific population.

RESEARCH AND PROGRAM EVALUATION

By the end of this program, students will be able to:

- Indicate the importance of research in advancing the counseling profession.
- Identify evidence-based counseling practices.
- Analyze various methods used in research and program evaluation.

III. Behavioral Objectives for Course / Anticipated Student Competencies / (CACREP Standards)

- Upon completion of this course, the successful student will be able to:

KNOWLEDGE/SKILLS/SCHOLARSHIP

1. Construct an Intake Interview meeting basic accountability standards of most major accreditation and government oversight agencies and third-party payers. (S5.C.a.)
2. Demonstrate familiarity with terminology and procedures involved in conducting Biopsychosocial Assessments, Mental Status Exams, and Diagnostic Formulation. (S2.F.8.b) (S5.C.a.)
3. Develop Treatment Plans with client and Mental Health Team involvement that includes outcome assessment methodology. (S2.F.8.d)
4. Develop comprehensive progress notes that document observable, measurable evidence of therapeutic progress in conjunction with the treatment plan. (S2.F.8.d)
5. Implement principles, models, and applications of needs assessment and program evaluation to construct a Quality Assurance plan to bring about program change. (S2.F.8.c)
6. Apply fundamentals of grant writing, including major types of research design, analysis and use of data for needs assessment, outcome measurement, and program evaluation in writing a grant proposal. (S2.F.8.e) (S2.F.8.g) (S2.F.8.h) (S2.F.8.j)

CACREP STANDARDS – Section 2 (S2)

8. Research and Program Evaluation

- b. Identification of evidence-based counseling practices (S2.F.8.b)
- c. Needs assessments (S2.F.8.c)
- d. Development of outcome measures for counseling programs (S2.F.8.d)
- e. Evaluation of counseling interventions and programs (S2.F.8.e)
- g. Designs used in research and program evaluation (S2.F.8.g)
- h. Statistical methods used in conducting research and program evaluation (S2.F.8.h)
- j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (S2.F.8.j)

CACREP STANDARDS – Section 5 (C3)

3. Clinical Mental Health Counseling - Practice

- a. Identification intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (S5.C.3.a)

CACREP Standards Section 3: Professional Practice can be reviewed in the Handbook for Practicum and Internship

IV. Prerequisites to this Course and Requirements this Course Fulfills:

- A. This course for **MSC students** has the following **prerequisites**: MSC 500, MSC 512, MSC 516, and MSC 517.

V. REQUIRED TEXTS:

<https://uprovidence.textbookx.com/institutional/index.php>

REQUIRED TEXTS

ADDITIONAL TEXTS

- A. Wiger, D.E. (2011). *The Psychotherapy documentation primer*. (3rd Ed.) Hoboken New Jersey: John Wiley & Sons.
- B. Yuen, F. K. O., Terao, K. L., & Schmidt, A. M. (2009). *Effective grant writing and program evaluation for human service professionals*. New Jersey: Wiley.
- C. Jongsma, A. E., Berghuis, D. J. (2014). *The adult psychotherapy progress notes planner*. New York: Wiley.
- D. Jongsma, A.E., Peterson, L. M., McInnis, W. (2014). *The adult psychotherapy treatment planner*. New York: Wiley.
- E. Jongsma, A.E., Peterson, L. M., McInnis, W. (2014). *The child psychotherapy treatment planner*. New York: Wiley.
- F. American Psychological Association (2009). *Publication manual of the American Psychological Association*, Sixth Edition, 2nd printing, published by the American Psychological Association. ISBN: 978-1-433-80561-5
- G. Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Program evaluation: Alternative approaches and practical guidelines*. Upper Saddle River, NJ 07458: Pearson Education, Inc. ISBN: 978-0-205-57935-8

I. Course Requirements and Course Activity Summary

A. Professional Dispositions

Students will be evaluated on their ability to demonstrate and progress in the following professional dispositions in this course and throughout the program:

- **Mindfulness.** Active, open attention on the present; observing one's thoughts and feelings without judgment
- **Engagement.** Involvement and commitment to one's own and other's personal and professional development
- **Reflexivity.** An awareness and exploration of one's own belief systems and values, and their impact on relationships with self and others
- **Curiosity.** Eagerness to know, discover, and generate; interest leading to inquiry
- **Integrity.** Consistent commitment to professional ethics and values of the counseling profession; holding steadfastly true to one's commitments
- **Empathy.** The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another
- **Professionalism.** Maintaining conduct and qualities that characterize a counseling professional

All students will be expected to model these dispositions during class meetings.

B. Assignments:

1. Moodle Participation (10%)

Discussions on Moodle will be run with a seminar focus where students engage in active learning and learn from each other. Studies have shown that students with high participation records get better grades and comprehend more about a given subject. Please be sure to read, contemplate, and respond to the postings provided by other students because reading, thinking, and discussing what other students have to say will deepen your learning of the material. Points are mostly based on your presentation of factual material from the textbooks for this course, so citing is important (APA style). Please sign into the course every other day (at a MINIMUM) and take advantage of the discussions with your peers via Moodle.

2. Biopsychosocial Assessments (10%):

Students will complete one biopsychosocial assessment based on the given case study (Ron) provided by the instructor. The evaluation should include a biopsychosocial assessment including diagnosis and depiction of mental status. Please look at the biopsychosocial format posted to give you an idea of how to organize the information. Remember you are also justifying your diagnosis as well. In addition, make sure these biopsychosocial assessments conform with the DSM-5. **10 points**

- Ron's biopsychosocial assessment - **Due September 20th.**

3. Treatment Plan (10%)

Based on the biopsychosocial assessment, develop one treatment plan that include measurable goals, objectives, and interventions as well as outcome assessment methodology. Rubric to be posted. **Due October 11th. 10 points**

4. Progress Note (10%)

From the treatment plan, present one comprehensive progress note that includes objective measures of treatment progress. Use either a DAP or SOAP format for each set of notes. **Due October 24th. 10 points**

5. Program Evaluation (10%)

Apply principles of program evaluation to your own grant proposal relevant to professional workplace (or similar workplace) to develop a Quality Assessment program, showing target problem or needs assessment, data collection, and outcome measurements.

Due November 8th. 10 points

6. Grant Proposal (50%)

Write a grant proposal that will serve as a final examination. Write a concise (5-8 pages) grant proposal for a mental health program, including Abstract and Narrative with goals, outcome objectives and measurements, methodology, and evaluation plan. Students will have the option of partnering with another member of class to write a grant proposal for a mental health program, or they can work alone. This academic paper is an opportunity to describe a research project that you would like to be funded through a grant. The paper should articulate a selected topic related to a specific population in the counseling field. Please make sure you address significant issues described in the rubric below.

Each paper must be based upon at least 5 research articles from peer-reviewed journals and professional books in the fields of counseling and/or psychology (this includes the textbook). The paper must be written according to the APA style manual. The paper must be a minimum of 5 pages long (excluding the title page, abstract, reference page(s) and any figures or tables). Failure to turn in the paper will result in a failing grade for the course.

First draft due November 1, 2021 (Only for feedback. No points are awarded)

Final Grant proposal due November 23.

Outline for the Grant proposal:

1. Abstract—25 lines max.
2. Table of Contents—2 pages max.
3. Letter of Intent—2 pages max.
4. Specific Aims (Needs/Problems, Background and Significance, Working Hypothesis, Literature Review, General Program Plan, etc.)—3 pages max.
5. Target Populations—2 pages max.
6. Approaches and Methods (Project Goals and Objectives, Activities and Time Lines, etc.)—6 pages max.
7. Evaluation Plan—3 pages max.
8. Agency Capacity and Project Management—3 pages max.
9. Budget and Budget Justification—3 pages max.
10. Community Support—no page limit
11. References and Appendices—no page limit

50 points - Your grant proposal will be evaluated with the rubric below.

Rubric – Paper Grant Proposal

| Criteria | 0 Emerging | 5 Progressing | 10 Proficient | 15 Exemplary |
|---|---|--|---|--|
| SOURCES/ QUALITY of Information 4 points | Used no academic peer-reviewed articles/professional books but some Internet links to provide information. | Used one/two academic. peer-reviewed articles/professional books but also Internet links to provide and partially support inform. | Used three academic peer-reviewed articles/professional books but also Internet links to provide and support information. | Used four or more academic peer-reviewed articles/professional books to provide and support accurate information. |
| Identification of evidence-based counseling practices (S2.F.8.b) 5 points | Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: -The best available research evidence practice on whether and why a treatment works -Clinical expertise to rapidly identify each client's unique health state & diagnosis, their individ. risks & benefits of potent. interventions -Client preferences and values | Integrated concepts from at least 1 cited source to support this section. Addressed 1 of the issues below but not precisely and clear: -The best available research evidence practice on whether and why a treatment works -Clinical expertise to rapidly identify each client's unique health state & diagnosis, their individ. risks & benefits of potent. interventions -Client preferences and values | Integrated concepts from at least 2 cited sources to support this section. Addressed 2 of the issues below but not precisely and clear: -The best available research evidence practice on whether and why a treatment works -Clinical expertise to rapidly identify each client's unique health state & diagnosis, their individ. risks & benefits of potent. interventions -Client preferences and values | Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: -The best available research evidence practice on whether and why a treatment works -Clinical expertise to rapidly identify each client's unique health state & diagnosis, their individ. risks & benefits of potent. interventions -Client preferences and values |
| Needs assessments (S2.F.8.c) 4 points | Addressed none of the issues below: -Identify users and uses of the need analysis -Describe the target population and the service environment. -Identify needs. | Addressed 1 of the issues below but not precisely and clear: -Identify users and uses of the need analysis -Describe the target population and the service environment. -Identify needs. | Addressed 2 of the issues below but not precisely and clear: -Identify users and uses of the need analysis -Describe the target population and the service environment. -Identify needs. | Addressed all of the issues below in a precise & clear manner: -Identify users and uses of the need analysis -Describe the target population and the service environment. -Identify needs. |
| Development of outcome measures for counseling programs (S2.F.8.d) 5 points | Failed to integrate any concepts from other sources in a meaningful way to support this section. | Integrated concepts from at least 1 cited source to support this section. | Integrated concepts from at least 2 cited sources to support this section. | Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. |
| Evaluation of counseling interventions and programs (S2.F.8.e) 5 points | | Integrated concepts from at least 1 cited source to support this section. Addressed 1 of the issues below but not precisely and clear: -Does the program meet the program standards? -Have students become competent in the high priority content areas? -How well are counselors performing their roles? | Integrated concepts from at least 2 cited sources to support this section. Addressed 2 of the issues below but not precisely and clear: -Does the program meet the program standards? -Have students become competent in the high priority content areas? -How well are counselors performing their roles? | Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: -Does the program meet the program standards? -Have students become competent in the high priority content areas? -How well are counselors performing their roles? |

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| <p>Designs used in research and program evaluation (S2.F.8.g)</p> <p>4 points</p> | <p>Addressed none of the issues below:</p> <p>-DESIGN APPROACH Describe the overall design / method of your program evaluation consisting of its methods & procedures (Quantitative, qualitative or mixed method). Describe the specific method used (historical or ethnographic research, case study...) Describe used procedures (interviews survey, measurements)</p> | <p>Addressed 1 of the issues below but presented them not clearly and logically.</p> <p>-DESIGN APPROACH Describe the overall design / method of your program evaluation consisting of its methods & procedures (Quantitative, qualitative or mixed method). Describe the specific method used (historical or ethnographic research, case study...) Describe used procedures (interviews survey, measurements)</p> | <p>Addressed 2 of the issues below but presented them not clearly and logically. Developed subsections according to the topic.</p> <p>-DESIGN APPROACH Describe the overall design / method of your program evaluation consisting of its methods & procedures (Quantitative, qualitative or mixed method). Describe the specific method used (historical or ethnographic research, case study...) Describe used procedures (interviews survey, measurements)</p> | <p>Addressed all of the issues below and presented them clearly and logically. Developed subsections according to the topic. Material was organized by topic from most to least important.</p> <p>-DESIGN APPROACH Describe the overall design / method of your program evaluation consisting of its methods & procedures (Quantitative, qualitative, or mixed method). Describe the specific method used (historical or ethnographic research, case study...) Describe used procedures (interviews survey, measurements)</p> |
| <p>Statistical methods used in conducting research and program evaluation (S2.F.8.h)</p> <p>5 points</p> | <p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the issues below: -DATA COLLECTION & ANALYSIS procedures Describe Sampling and Instrumentation</p> | <p>Integrated concepts from at least 1 cited source to support this section.</p> <p>Addressed the issues below but confusing: -DATA COLLECTION & ANALYSIS procedures Describe Sampling and Instrumentation</p> | <p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Addressed the issues below but not precisely and clear: -DATA COLLECTION & ANALYSIS procedures Describe Sampling and Instrumentation</p> | <p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed the issues below in a precise & clear manner: -DATA COLLECTION & ANALYSIS procedures Describe Sampling and Instrumentation</p> |
| <p>Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (S2.F.8.j)</p> <p>5 points</p> | <p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the issues below: -ETHICS Describe the following: Ethical considerations related to your study (diversity, culture, ...) Limitations of study Cost information References Appendices</p> | <p>Integrated concepts from at least 1 cited source to support this section.</p> <p>Addressed 3 of the issues below but not precisely and clear: -ETHICS Describe the following: Ethical considerations related to your study (diversity, culture, ...) Limitations of study Cost information References Appendices</p> | <p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Addressed all of the issues below but not precisely and clear: -ETHICS Describe the following: Ethical considerations related to your study (diversity, culture, ...) Limitations of study Cost information References Appendices</p> | <p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the issues below in a precise & clear manner: -ETHICS Describe the following: Ethical considerations related to your study (diversity, culture, ...) Limitations of study Cost information References Appendices</p> |
| <p>ORGANIZATION and PARAGRAPH CONSTRUCTION</p> <p>4 points</p> | <p>The information appears to be disorganized. Paragraphing structure was not clear and sentences were not related within the paragraphs.</p> | <p>Information is organized, but paragraphs are not well constructed. Paragraphs included related information but were typically not constructed well.</p> | <p>Information is organized with well-constructed paragraphs. Most paragraphs include introductory sentence, explanations or details, and concluding sentence.</p> | <p>Information is very organized with well-constructed paragraphs and subheadings. All paragraphs include introductory sentence, explanations or details, & concluding sentence.</p> |

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| MECHANICS and Academic LANGUAGE 5 points | Many grammatical, spelling, or punctuation errors. Use of slang and informal language. The paper is shorter than 10 pages (excluding the title page, abstract, reference page(s). | A few grammatical spelling or punctuation errors. Use of informal & subjective language. The paper is either shorter than 10 pg. or longer than 14 pg. (exclude the title page, abstract, reference page(s). | Almost no spelling, grammatical or punctuation errors. Use of formal language. The paper is 10 pages (excluding the title page, abstract, reference page(s). The paper has an abstract & title page. | No grammatical, spelling or punctuation errors. Appropriate use of formal and objective academic language. The paper has 10 pages (excluding the title page, abstract, reference page(s) |
| APA STYLE – SOURCES CITATION 4 points | Some sources are not accurately documented in text and reference list. | All sources (information & graphics) are accurately documented, but many are not in the desired APA format. | All sources (information and graphics) are accurately documented, but a few are not in the desired APA format. | All sources (information and graphics) are accurately cited in the desired APA format. |

II. Grading

A. Grade Calculation

1. There are 1000 points available for this course:

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|---|------------|
| 1) 10 points - Moodle Participation (10%) | |
| 2) 10 points - Biopsychosocial Assessments (10%) | Due Sep 16 |
| 3) 10 points - Treatment Plan (10%) | Due Oct 07 |
| 4) 10 points – Progress Note (10%) | Due Oct 14 |
| 5) 10 points – Program Evaluation (10%) | Due Nov 11 |
| 6) 50 points – Grant Proposal (50%) | Due Dec 02 |

2. At the end of the quarter, grades will be assigned as follows:

- A: 100-90%
 B: 89-80%
 C: 79-70%
 D: 69-60%
 F: 59-0%

B. Late or missed work policy: For each calendar day that your assignment is turned in late, the grade will be dropped by 25%.

III. Attendance Policy

- UP Policy:
Students are expected to attend all classes and complete all assigned work.

Attendance includes attending on-campus classes and logging on a minimum of 3 times per week for on-line courses. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus. Students who miss classes due to participation in University sanctioned events are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. In isolated cases involving

family or medical emergencies, students are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies.” (University of Providence Graduate Catalog: “Academic Policies”), UP Academic Policies - Website:

<https://www.uprovidence.edu/become-a-student/academic-information/academic-policies/>

B. Instructor’s additions to the attendance policy

IV. Academic Misconduct

- UP Policy:
“Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct.

To view the complete University of Providence Academic Misconduct policy please see the Graduate Catalog found on the University of Providence website. <https://www.uprovidence.edu/wp-content/uploads/2018/03/Grad-Catalog-17-18-Final.pdf> (REQUIRED)

- A. The University of Providence strives to maintain an environment of trust, respect, and integrity that facilitates the pursuit of scholarly goals. As such, students are expected to exhibit high standards of academic conduct.

Cheating: Use or attempted use of unauthorized material, information, study aid, or electronic data that the student knows or should know is unauthorized in any academic assignment, exercise, paper, or examination. Cheating also encompasses the provision or acceptance of any unauthorized assistance during an examination or assignment to be completed individually, including but not limited to talking to another student, viewing or copying another student’s examination or assignment, making or receiving gestures from another student, or engaging another person to complete an assessment or examination in place of the student.

Plagiarism: Representation of another’s work as one’s own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both. (*To see the full wording please visit the Graduate Catalog on the University of Providence Website: Academic Policies and Procedures section*).

Initial Procedure regarding Academic Misconduct

The course instructor meets with the student (either in person or video conferencing) to discuss the incident. The student will be informed of the course instructor's suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor.

The course instructor is the initial judge of whether a student is guilty of academic misconduct and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

The student shall be provided written notification of the course instructor's decision and sanction, normally within five business days. The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment, or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course.

Copies of plagiarized work or other written evidence of the academic misconduct will be placed on file with the Coordinator of Student / Faculty Relations. This file is separate from the student's permanent academic file and confidential. First violations of the Code are a part of this confidential record. Second violations are handled on a case-by-case basis and will become part of the student's academic file only in those instances when subsequent offenses are serious enough to warrant inclusion.

Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion. Appeal Should a student disagree with an instructor's judgment; the student may appeal the instructor's decision by following the "Academic Related Appeals Process". (University of Providence Catalog: "Academic Policies")

B. Instructor's additions to the Academic Conduct policy.

V. Provision for Special Needs

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit with Kay Seilstad, Disability Counselor, in the Sullivan Hall, Phone: 406-791-5212.

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit the Center for Academic Excellence on the first floor of Sullivan Hall to complete the Testing Accommodations Form."

VI. Tentative Class Schedule and Outline

See last page of this syllabus

VII. Policy on Diversity:

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. With this in mind, the participants in this class are encouraged to bring their own life experiences and viewpoints to accept on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, principle, religion, gender, sexual orientation, marital-status, or political ideology. In other words: you must be kind. Intolerance is never acceptable.

VIII. Student Responsibilities and Tips for How To Do Well

- The “rule of thumb” for graduate courses is 3 or 4 hours of out of class work for each credit hour assigned to the course. For this 3-hour course, you should allocate at least 9 hours per week for reading, participating in the Moodle portion of the course, and writing papers.
- Please be sure to read the assigned readings **prior** to answering the discussion board questions. Remember, points are earned based on your presentation of factual material.
- Some of the lecture time for this course comes from participating in the discussion boards. Please make sure that you allocate at least 3-4 hours/week to reading the assigned chapters and at least 2-3 hours/week to participating in the discussion boards.
- At a minimum, log into the Moodle component of the course every other day. This is one of the ways that you “come to class”. I encourage you to ask questions and voice your opinions! Treat this class as a live seminar with an online component. Sign in, think deeply, participate, and always be kind in your interactions with others. Remember, written words are much more likely to be misconstrued because of all of the non-written cues that are missing. Please be careful and considerate.
- Come to the semester begin meeting each semester. The meeting will provide you the opportunity to know one another personally.
- If you are not doing as well as you would like: please make an appointment to consult with Dr. Jain about how you can excel in this course.
- Due to the nature of discussions involved in this class, it is important that we respect each other's opinions and values. You are expected to participate in online discussions in such a manner as to maximize learning for yourself and your classmates while maintaining a safe environment for open and free expression of ideas by adhering to professional guidelines becoming of a clinical mental health counselor.

Academic Support Centers

This is a great, FREE resource for students. <https://www.uprovidence.edu/become-a-student/academic-information/academic-support/>

- Trio Support Services
- Mathematics Center
- Writing & Critical Thinking Center
- Disability Services
- Academic Success Center

Counseling Service

To promote the growth and mental well-being of MSC students, the University of Providence has contracted with mental health service providers at the YWCA to provide mental health counseling for any MSC students regardless of their ability to pay for services. Counseling services can be access by calling (406) 252-1315.

The University of Providence also offers within the Academic Success Center mental health counseling on campus. The RENEW Wellness Center is committed to provide high quality counseling and wellness services to help our community achieve their highest potential and discover total wellness. Phone: 406-453-WELL (9355)

<https://www.uprovidence.edu/become-a-student/academic-information/academic-support/academic-success-center/>

About the Instructor

Diversity is appreciated and welcome in this classroom. I define myself as a global citizen and I believe in a collaborative learning environment and embrace diversity. It is my concern to meet each student's individual need. My door is usually open and if you are unable to meet during my office hours, additional hours can be requested. You may also email me with any questions or concerns. I look forward to working with you!

Because it will assist you in becoming an effective mental health counselor, you should become aware of your personal issues and bias. Awareness is key to developing insight and reflecting on your own experiences. Counseling service may help you to address your personal issues during your graduate program.

i. The Grid - Goals & Objectives from the University:

| Master degree requirement | Competency objectives CACREP Standards | MSC 512 (Theories of Counseling & Personality Assessment): Behavioral/course objectives | Assessment / Measurements |
|---|---|---|---|
| Reflective Learning: To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications | Clinical Mental Health Counselors' roles and responsibilities related to basic accountability standards & practice (S5.C.3.a) | 1. Construct an Intake Interview meeting basic accountability standards of most major accreditation and government oversight agencies and third party payers. | Moodle forum participation Biopsychosocial Assessments Treatment Plan Progress Notes |
| | Identification of evidence-based counseling practices (S2.F.8.b) (S5.C.3.a) | 2. Demonstrate familiarity with terminology and procedures involved in conducting Biopsychosocial Assessments, Mental Status Exams, and Diagnostic Formulation. (S2.F.8.b) (S5.C.3.a) | Paper – Grant Proposal Biopsychosocial Assessments Treatment Plan Progress Notes |
| | Development of outcome measures for counseling programs (S2.F.8.d) | 3. Develop Treatment Plans with client and Mental Health Team involvement that includes outcome assessment methodology. (S2.F.8.d) | Paper – Grant Proposal Program Evaluation |
| | Development of outcome measures for counseling programs (S2.F.8.d) | 4. Develop comprehensive progress notes that document observable, measurable evidence of therapeutic progress in conjunction with the treatment plan. (S2.F.8.d) | Paper – Grant Proposal Treatment Plan Progress Notes Program Evaluation |
| Reflective Practice: To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study | Evaluation of counseling interventions and programs (S2.F.8.e) | 6. Apply fundamentals of grant writing, including major types of research design, analysis and use of data for needs assessment, outcome measurement, and program evaluation in writing a grant proposal. (S2.F.8.e) (S2.F.8.g) (S2.F.8.h) (S2.F.8.j) | Paper – Grant Proposal |
| | Designs used in research and program evaluation (S2.F.8.g) | 6. Apply fundamentals of grant writing, including major types of research design, analysis and use of data for needs assessment, outcome measurement, and program evaluation in writing a grant proposal. (S2.F.8.g) | Paper – Grant Proposal |
| | Statistical methods used in conducting research & program evaluation (S2.F.8.h) | 6. Apply fundamentals of grant writing, including major types of research design, analysis and use of data for needs assessment, outcome measurement, and program evaluation in writing a grant proposal. (S2.F.8.h) | Paper – Grant Proposal |
| | Ethical and culturally relevant strategies for conducting, interpreting, & reporting the results of research and/or program evaluation (S2.F.8.j) | 6. Apply fundamentals of grant writing, including major types of research design, analysis and use of data for needs assessment, outcome measurement, and program evaluation in writing a grant proposal. (S2.F.8.j) | Paper – Grant Proposal |
| Reflective Scholarship: Understand the major theoretical perspectives within their field of study | Needs assessment (S2.F.8.c) | 5. Implement principles, models, and applications of needs assessment and program evaluation to construct a Quality Assurance plan (Program Evaluation) to bring about program change. (S2.F.8.c) | Paper – Grant Proposal Program Evaluation |

TENTATIVE COURSE SCHEDULE

| Date | Readings | TOPICS | CACREP Standard |
|--|---|---|---|
| WEEK 1 August 30- September 6 | The Clinician's Guide to Writing Treatment Plans and Progress Notes Chapter 1 (page 1-11) | Clinical Mental Health Counselors' roles and responsibilities related to basic accountability standards & practice Overview of current documentation procedures and third party requirements. Overview of intake evaluation. | (S5.C.3.a.) (S2.F.8.b.) (S2.F.8.d.) |
| WEEK 2 September 7- September 13 | The Clinician's Guide Chapter 1 (page 11-26) | Overview of intake evaluation. Behavioral Definitions; Long-term Goals; Diagnostic Suggestions. | (S2.F.8.b.) (S2.F.8.d.) |
| WEEK 3 September 14 - September 20 | The Bio- Psycho-Social Model | Formulating & Validating a Diagnosis. Mental status exam & biopsychosocial components of the intake evaluation. Development of needs assessments and Biopsychosocial Assessment. | (S5.C.3.a.) (S2.F.8.b.) (S2.F.8.c.) |
| Sep 17 | Biopsychoso cial Assessments | Collaborate meeting (Online) 12:30-2:30 MT | |
| Sep 20 | Due 09/20 | Biopsychosocial Assessments (10%) | (S2.F.8.d.) |
| WEEK 4 September 21 - September 27 | The Clinician's Guide Chapter 2-3 "Show Me the Money": Grant Writing Tips for Graduate Students Grant Writing Tips Sheet | Discussion of measurable goals, objectives, and interventions in the development of a formal treatment plan. Beginning with the End in Mind | (S5.C.3.a.) (S2.F.8.b.) (S2.F.8.d.) |
| WEEK 5 September 28 - October 4 | The Clinician's Guide Chapter 4-6 The notes of our profession Contents of an Evaluation Plan | Progress Notes. Purposes of case notes. Relating progress notes based on treatment plans/outcomes including both DAP and SOAP formats. Develop one treatment plan that include measurable goals, objectives & interventions, and outcome assessment methodology. | (S5.C.3.a.) (S2.F.8.b.) (S2.F.8.d.) |
| WEEK 6 October 5- October 11 | Chapter: 5 Treatment Plan | From the treatment plan, present one set of comprehensive progress notes for the treatment plan that include objective measures of treatment progress. | (S5.C.3.a.) (S2.F.8.b.) (S2.F.8.d.) |

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| | What Are SOAP Notes in Counseling | Use both DAP and SOAP format for each set of notes, which are your rubrics. | |
| Oct 08 | Treatment Plan | Collaborate meeting (Online) 12:30-2:30 MT | (S5.C.3.a.) (S2.F.8.b.) (S2.F.8.d.) |
| Oct 11 | Due 10/11 | Treatment Plan (10%) | (S2.F.2.d.) |
| WEEK 7 October 12- October 18 | Progress Notes and Psychotherapy Notes | Progress Notes and Psychotherapy Notes | (S5.C.3.a.) (S2.F.8.b.) (S2.F.8.d.) |
| WEEK 8 October 19- October 24 | Progress Notes | Collaborate meeting (Online) 12:30-2:30 MT Share and discuss draft of program evaluation with your peers. | |
| Oct 24 | Due 10/24 | Progress Note (10%) | (S2.F.8.d.) |
| WEEK 9 October 25- October 29 | Fall break | Have some relaxing days! | |
| WEEK 10 November 1- November 8 | Qualitative Clinical Mental Health Program Evaluation Counseling Program Evaluation | Apply principles of program evaluation to your own professional workplace (or similar workplace) to develop a Quality Assurance (QA) program, showing target problem or needs assessment, data collection, and outcome measurements. Work on the program evaluation. | (S2.F.8.d) (S2.F.8.e) (S2.F.8.g) (S2.F.8.h) (S2.F.8.j) |
| Nov 8 | Due 11/8 | Program Evaluation (10%) – Quality Assurance | (S2.F.8.e) (S2.F.8.g) (S2.F.8.h) (S2.F.8.j) |
| WEEK 11 November 9- November 15 | Grant Writing 101 Writing Grant Proposals | Effective Grant Writing and Program Evaluation for Human Service Professionals. Share and discuss draft of Grant Proposal with your peers. | (S2.F.8.e) (S2.F.8.g) (S2.F.8.h) (S2.F.8.j) |
| WEEK 12 November 16- November 22 | No Moodle Post | Work on your grant proposal for a mental health program, including Abstract. Collecting Evaluative Information | (S2.F.8.e) (S2.F.8.g) (S2.F.8.h) (S2.F.8.j) |
| WEEK 13 November 23- November 29 | No Moodle Post | Work on your grant proposal for a mental health program, including Abstract. Reporting Evaluative Results. Happy Thanksgiving | (S2.F.8.e) (S2.F.8.g) (S2.F.8.h) (S2.F.8.j) |
| November 23 | Due 11/23 | Grant Proposal (50%) due – Tuesday, 11/23/21 | (S2.F.8.e) (S2.F.8.g) (S2.F.8.h) (S2.F.8.j) |
| WEEK 14 November 30- December 6 | | Collaborate Meeting | (S2.F.8.e) (S2.F.8.g) (S2.F.8.h) (S2.F.8.j) |
| WEEK 15 December 7- December 13 | | Finals Week | (S2.F.8.e) (S2.F.8.g) (S2.F.8.h) (S2.F.8.j) |