

Date of request: 12-OCT-2020

Request ID: E-2020-CECP-112

College: E

Department: CECP

Initiator name: Stephanie Burns

Initiator email: stephanie.burns@wmich.edu

Proposed effective term: 202140

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: G

Proposed course data:

New Course CECP 6850

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

CECP 6850

2. Proposed credit hours:

3

3. Proposed course title:

Advanced Theories, Case Conceptualization, Treatment Planning, and Integrative Healthcare for Counselors

4. Proposed course prerequisites:

None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

None

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

CEDD

10. Classification restrictions:

Exclude

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
freshman, sophomore, junior, senior

12. Level restriction:

Include

13. List the level (undergraduate, graduate) that is to be included or excluded.

GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Adv Theories, Case Con & Tx Pl

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Graduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

No

D. Explain briefly and clearly the proposed improvement.

This proposal technically creates a new doctoral level course, CECP 6850 Advanced Theories, Case Conceptualization, Treatment Planning, and Integrative Healthcare for Counselors. This class is to be a 'meet together' with the Master's level CECP 6520 Case Conceptualization, Treatment Planning, and Integrative Healthcare for Counselors class.

CECP 6850 Advanced Theories, Case Conceptualization and Treatment has been added to ensure that we can document assessment outcomes in alignment with the following CACREP 2016 doctoral standards:

6B1. COUNSELING

a. scholarly examination of theories relevant to counseling b. integration of theories relevant to counseling
c. conceptualization of clients from multiple theoretical perspectives d. evidence-based counseling
practices e. methods for evaluating counseling effectiveness f. ethical and culturally relevant counseling
in multiple settings

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

This new course (meant to function as a 'meet together' scenario with CECP 6520) has been developed to ensure that the Counselor Education (CE) program at WMU continues to receive CACREP accreditation.

We must submit a new self-study in July 2021 where we demonstrate how the CE program meets CACREP 2016 standards. Our current CE required courses do not meet 2016 standards. This new course will ensure that we are able to maintain CACREP accreditation. By creating a doctoral level version of this course, we can change the signature assignments for the class, which are measured by specific doctoral level rubrics.

If we were to have both master's and doctoral students take the same class with the same course number, we would not be able to demonstrate how the master's level signature assignments for the class are significantly different from the doctoral level signature assignments for the class. It would appear that we are having students take a master's class as part of their doctoral program.

Further, CE program faculty have also observed during both the comprehensive exam and dissertation phases of evaluation that students' competencies in 6B1 Counseling could be enhanced through strengthening of the 6 standards that fall under 6B1. The proposed changes, then, serve to address this area for program improvement and further enhance the program's alignment with current accreditation standards

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

CACREP Doctoral Standards 6B1. COUNSELING 1a. scholarly examination of theories relevant to counseling 1b. integration of theories relevant to counseling 1c. conceptualization of clients from multiple theoretical perspectives 1d. evidence-based counseling practices 1e. methods for evaluating counseling effectiveness 1f. ethical and culturally relevant counseling in multiple settings

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

CECP 6850 Advanced Theories, Case Conceptualization and Treatment has been added to ensure that we can document assessment outcomes in alignment with the following CACREP 2016 doctoral standards:
6B1. COUNSELING

1a. scholarly examination of theories relevant to counseling 1b. integration of theories relevant to counseling 1c. conceptualization of clients from multiple theoretical perspectives 1d. evidence-based counseling practices 1e. methods for evaluating counseling effectiveness 1f. ethical and culturally relevant counseling in multiple settings

Further, CE program faculty have also observed during both the comprehensive exam and dissertation phases of evaluation that students' competencies in 6B1 Counseling could be enhanced through the strengthening of the 6 standards that fall under 6B1. The proposed changes, then, serve to address this

area for program improvement and further enhance the program's alignment with current accreditation standards

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution.

Demonstrate that the program you propose is not a duplication of an existing one.

There is no known effect on other colleges, departments or programs. This class is designed to function as a 'meet together' scenario with CECP 6520. CECP 6850 is needed to meet 2016 CACREP standards for the CE program as well as improve both the comprehensive exam and dissertation phases of evaluation that demonstrate students' competencies in 6B1 Counseling.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

CECP 6850 will be created to function as a 'meet together' scenario with CECP 6520 Case Conceptualization, Treatment Planning, and Integrative Healthcare for Counselors. As such, there not be an additional class to be taught in CECP. Only students enrolled in the CE program will be required to take the doctoral level of the course in order to maximize CACREP accreditation standards for the CE program and improve student assessment and learning outcomes.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

CECP 6850 will be created to function as a 'meet together' scenario with CECP 6520 Case Conceptualization, Treatment Planning, and Integrative Healthcare for Counselors in order to reduce program conflicts and increase the number of times the course is offered.

Currently CE program students are taking a 3-credit hour class, CECP 6750, that is required as part of a master's level program. In addition to being a required master's level course, CECP 6750 does not meet many of the 2016 CACREP doctoral standards.

Because we are swapping one 3 credit hour class for another 3-credit hour class, it will not make it harder for students to meet graduation requirements. This new class will allow CE students to complete the program in a reasonable time as it is offered every fall and spring.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

On average over the last 5 years, we have 4 new CE doctoral students a year.

The vast majority of students who attend the Counselor Education doctoral program at WMU do so because few CE doctoral programs in Michigan are CACREP accredited. All students currently enrolled in the Counselor Education doctoral program at WMU expect that we will continue to have CACREP accreditation. Our enrollment would drop dramatically without CACREP accreditation. We have ample room in CECP 6520 to have it 'meet together' with CECP 6850. In fact, the joining of these two classes would be helpful to both the master's and doctoral programs to make sure we can offer it twice a year.

The Occupational Outlook Handbook does not include data about Counselor Educators specifically, although they do address postsecondary teaching in general. Occupational Outlook Handbook states that 'Overall employment of postsecondary teachers is projected to grow 9 percent from 2019 to 2029, much faster than the average for all occupations. Projected employment growth varies by academic field.'

Counselor Educators specifically train Mental Health Counselors. The Occupational Outlook Handbook says that 'new job opportunities are very likely in the future because Mental Health Counselor job demand is expected to grow much faster than average.' As such, there will need to be Counselor Educators who can train Mental Health Counselors.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) There are no known additional burdens regarding faculty.

There are no known additional burdens regarding equipment.

There are no known additional burdens regarding space.

There are no known additional burdens regarding technology.

There are no known additional burdens regarding library holdings.

There are no known additional burdens regarding advising.

There are no known additional burdens regarding one-time costs.

There are no known additional burdens regarding ongoing base-funding costs.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. This new course is not an undergraduate course.

O. Current catalog copy:

This is a new class. There is no current copy.

P. Proposed catalog copy:

CECP 6850 Advanced Theories, Case Conceptualization, Treatment Planning, and Integrative Healthcare for Counselors This course provides advanced training in the scholarly examination of theories relevant to counseling, the integration of theories relevant to counseling, the conceptualization of clients from multiple theoretical perspectives, evidence-based counseling practices, methods for evaluating counseling effectiveness, and ethical and culturally relevant counseling in multiple settings.

Credits: 3 hours

Notes: Open to Counselor Education Doctoral Students only. Graduate students from other programs may enroll by special permission.

Department Curriculum Chair approver: Carla Adkison-Johnson

Department Curriculum Chair comment:

Date: 12-OCT-2020

Department approver: Carla Adkison-Johnson

Chair comment:

Date: 12-OCT-2020

Syllabus Template and Signature Assignment for

CECP 6850: Case Conceptualization, Treatment Planning, and Integrative Healthcare for Counselors

Western Michigan University
Department of Counselor Education and Counseling Psychology

[The material in this template must be included in a syllabus for this course and the weekly schedule must reflect the content in the objectives below.]

Hours of Credit: 3

Prerequisites: None

Instructor and Contact Information [Insert Name, Office Phone, Email and Office Hours]

Course Description from Catalog: This course provides advanced training in the scholarly examination of theories relevant to counseling, the integration of theories relevant to counseling, the conceptualization of clients from multiple theoretical perspectives, evidence-based counseling practices, methods for evaluating counseling effectiveness, and ethical and culturally relevant counseling in multiple settings.

Departmental Goals Addressed in Course: [Selected from goals 1-9 in Department Assessment Plan].

1. Students are expected to demonstrate a critical and scholarly approach to theory, research, and practice.
3. Students are expected to demonstrate a thorough integration of science and practice.
4. Students shall demonstrate competence for work with multicultural and diverse populations.
5. Students are expected to practice within a preventive, developmental and/or remedial framework across a wide range of psychosocial functioning.
6. Students are expected to demonstrate a strong knowledge of, and commitment to, the ethics of their profession.
7. Students demonstrate a working knowledge of a variety of activities within their profession, including psychotherapy, assessment, consultation, and program evaluation, and they are able to be employed in a variety of settings.
8. Students are expected to understand the value of life-long learning, involvement and contributions to one's profession, and establishing a professional identity.

Major Topics/Content Areas

1. The scholarly examination of theories relevant to counseling
2. The integration of theories relevant to counseling
3. The conceptualization of clients from multiple theoretical perspectives
4. Evidence-based counseling practices
5. Methods for evaluating counseling effectiveness
6. Ethical and culturally relevant counseling in multiple settings

2016 CACREP Standards Addressed in the Class	Assignment
6B1. DOCTORAL PROFESSIONAL IDENTITY - COUNSELING	
a. scholarly examination of theories relevant to counseling	6850 Sig As 1 & 2 Rubric
b. integration of theories relevant to counseling	6850 Sig As 1 & 2 Rubric
c. conceptualization of clients from multiple theoretical perspectives	6850 Sig As 1 & 2 Rubric
d. evidence-based counseling practices	6850 Sig As 1 & 2 Rubric
e. methods for evaluating counseling effectiveness	6850 Sig As 1 & 2 Rubric
f. ethical and culturally relevant counseling in multiple settings	6850 Sig As 1 & 2 Rubric

Methods of Instruction

Methods of Instruction - description (e.g. lecture, seminar) written to specific instructor's plan of methods to be used in course section. Following in parenthesis is example only. (This course will involve lectures, presentations, large and

small group discussions, and hands-on activities to engage students with the course content. Instructional methods include power points, discussion topics, case studies, computer assisted assignments, and activity assignments to be completed during and/or outside of class.)

Required Text(s) and Readings:

(Required text(s) selected from Suggested Texts):

Lichner Ingram, B. (2012). *Clinical Case Formulations: Matching the Integrative Treatment Plan to the Client 2nd Edition (2nd ed.)*. Hoboken, NJ: Wiley. ISBN: 978-1118038222

Preston, J., O'Neal, J., Talaga, M. (2017). *Handbook of Clinical Psychopharmacology for Therapists Eighth Edition, Revised Edition*. Oakland, CA: New Harbinger Publications. ISBN 978-1626259256

Kress, V., & Paylo, M. (2018). *Treating Those with Mental Disorders: A Comprehensive Approach to Case Conceptualization and Treatment.(2nd Ed.)* Upper Saddle River, NJ: Pearson. ISBN 978-0134814568

Berman, P. (2018). *Case Conceptualization and Treatment Planning: Integrating Theory With Clinical Practice 4th ed.*. Thousand Oaks, CA: Sage. ISBN: 978-1506331386

Gehart, D. (2015). *Theory and Treatment Planning in Counseling and Psychotherapy (2nd ed.)*. Boston, MA: Cengage Learning. ISBN-13: 978-1305089617

Cabaniss, D., Cherry, S., Douglas, C., Graver, R., & Schwartz, A. (2013). *Psychodynamic Formulation*. Hoboken, NJ: Wiley. ISBN: 978-1119962342

McWilliams, N. (2020). *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process (2nd ed.)*. New York: The Guilford Press. ISBN-13: 978-1462543694

McWilliams, N. (1999). *Psychoanalytic Case Formulation*. New York: The Guilford Press. ISBN: 978-1572304628

Zubernis, L. & Snyder, M. (2015). *Case Conceptualization and Effective Interventions: Assessing and Treating Mental, Emotional, and Behavioral Disorders*. Thousand Oaks, CA: Sage. ISBN: 978-1483340081

Reichenberg, L. & Seligman, L. (2016). *Selecting Effective Treatments: A Comprehensive, Systematic Guide to Treating Mental Disorders (5th ed.)*. Hoboken, NJ: Wiley. ISBN: 978-1118791356

Supplemental Texts:

Jongsma Jr., A., Peterson, M., & Bruce, T. (2014). *The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates 5th Edition*. Hoboken, NJ: Wiley. ISBN: 978-1118067864

Gambrill, E. (2012). *Critical Thinking in Clinical Practice: Improving the Quality of Judgments and Decisions (3rd ed.)*. Hoboken, NJ: Wiley. ISBN: 978-0470904381

Luke, C. (2019). *Neuroscience for Counselors and Therapists: Integrating the Sciences of Mind and Brain. (2nd ed.)*. Thousand Oaks, CA: Sage. ISBN: 978-1516530977

University and Department Policies

Student Academic Conduct

Students are responsible for making themselves aware of and understanding the policies and procedures in the Graduate Catalog that pertains to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse and can be found in the Graduate Catalog located at: <http://catalog.wmich.edu/>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct (<https://wmich.edu/conduct>). You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with

your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. In addition, students are encouraged to access the Code of Conduct at www.wmich.edu/conduct

Professional and Ethical Conduct

Students in the Department of Counselor Education and Counseling Psychology are expected to abide by the ethical standards associated with their field of practice. Copies of ethical standards as developed by the American Counseling Association, American Psychological Association, Commission on Rehabilitation Counselor Certification, American School Counselor Association, and American Association for Marriage and Family Therapy are available online from the respective professional organization's webpage. Links to these ethical codes may also be found on the CECP webpage at <http://wmich.edu/cecp/student-resources/ethics>. Students should also review the statement on ethical standards, the CECP Department Retention Policy, and the Professional Conduct Concerns Form in their student handbook. The MA and Ph.D. program handbooks may be found on the CECP webpage at <http://wmich.edu/cecp/student-resources/handbooks>

Documentation of Student Impairment

The Department of Counselor Education and Counseling Psychology has responsibility to the public and the appropriate national and state professional associations to monitor and respond to the professional conduct of students. As detailed in the department retention policy and documented in doctoral and master's student handbooks, the faculty continuously monitor student adherence to standards of personal and professional conduct set forth in the ethical standards associated with their field of practice. This Professional Conduct Concerns form is designed to assist department faculty in communicating areas of concern to students.

Religious Observances Policy

The University is a diverse, multicultural enterprise and, as a community, we jointly embrace both individual responsibility and dignified respect for our differences. It is our general policy to permit students to fulfill obligations set aside by their faith. However, it is the student's responsibility to make arrangements with his/her instructors in advance. You must provide me written notice by e-mail at my @wmich.edu account by the end of the second class of the semester if you will have any religious absences for the semester. Students must recognize that it is their responsibility to meet all their course obligations. Instructors are not obligated to provide materials to students unless these materials would have normally been distributed to the entire class. For example, if an instructor does not normally post notes, a student cannot expect notes to be provided for lectures missed. Registrar's Office <http://www.wmich.edu/registrar/calendars/interfaith>

Sexual Misconduct

Students and instructors are responsible for making themselves aware of and abiding by the "Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures" related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

Accommodations for Disabilities

Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), we would like to work with you if you have a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) that will impact the work in this course. If you have a disability and wish to discuss reasonable academic accommodations, please contact your instructor in a timely fashion. Accommodations are not retroactive; they begin after notification. You may also contact the Office of Disability Services for Students at 269-387-2116 or at wmich.edu/disabilityservices.

Diversity & Inclusion Statement

The College of Health and Human Services is an inclusive community of learners that embraces, respects, and advocates for human diversity. The College has a sustained commitment to eliminating disparities in health care and other human services by using dynamic methods to infuse this perspective into curricula, clinical practice, and research. For information about diversity and inclusion, please see: www.wmich.edu/students/diversity.

Civility Statement

Western Michigan University is committed to creating and sustaining an environment that honors the inherent dignity and worth of all members of the WMU community. Respectful behavior expressed verbally, textually, visually, and physically should be the norm in all university communications and venues including classrooms, meetings, offices, workplaces, forums, events, social media, and residential communities. As an institution of higher education, we welcome a diverse range of perspectives and opinions and uphold the importance of civil debate. We fully support the free exchange of ideas and beliefs, as well as the expression of provocative or unpopular ideas. It is through this process that we generate knowledge and deepen our understanding of humanity. Freedom of thought and expression may create conflict, strong emotions, and divergent ideological positions. While these effects are expected and welcomed, all members of the community have a responsibility to behave in a manner that does not harm others nor creates a hostile environment. Behavior that attacks, humiliates, belittles, or conveys hatred towards others diminishes our thriving and safe university environment. Each member of our academic community is encouraged to be thoughtful and sensitive in their choice of words and behaviors. We should be aware of how our behavior affects others. Furthermore, we carry a responsibility to challenge those who communicate intolerance, hatred, and bigotry. Words and actions matter. Everyone is asked to do their part in creating a healthy and positive university community and a culture that truly values each member's uniqueness, experiences, and perspectives.

Family Educational Rights and Privacy Act (FERPA) Guidelines

FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Health Insurance Portability and Accountability Act (HIPAA) Guidelines

All healthcare providers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-201) regulations regarding the privacy of client information outside of the agency setting. Unless you have the client's written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom, in assignments, and in process recording.

University Learning Resources:

The Writing Center is a free consultation service for all WMU students, where experienced writing consultants help writers of all levels and all abilities. Our consultants help writers to determine strategies for effective communication and to make academically responsible choices at any stage in the writing process and on assignments in any field of study. Both appointments and drop-in sessions are available. The Writing Center is located in 1343 Ellsworth Hall. To learn more information, including hours of operation, and to make an appointment, visit our website at <https://wmich.edu/writingcenter>.

The Office of Information Technology Help Desk can assist with technological issues related to computer operation, elearning access and other software and hardware needs. They may be reached at (269) 387-4357, option 1 or by email to helpdesk@wmich.edu. To learn more information, visit their website at <https://www.wmich.edu/helpdesk>.

Sindecuse Health Center offers free counseling services for all enrolled WMU students. Counselors help students identify challenges and make changes to manage emotional and social difficulties that might complicate college life. We offer short-term individual, couples and group counseling for a diverse student population facing complicated decisions and/or challenging situations. To learn more information, visit their website at <https://www.wmich.edu/healthcenter/counseling> or call 269-387-1850.

Additional resources are available at Extended University Program (EUP) Campuses. To learn more information, visit the EUP student services website at <https://wmich.edu/extended/services>.

Student Affairs can assist with a variety of academic and non-academic student concerns. There may be times when faculty, staff or students at Western Michigan University find themselves concerned about a student's welfare or observe uncharacteristic behavioral changes, and may refer via a student concern form. To learn more information, visit their website at <https://wmich.edu/studentaffairs/concern> or call (269) 387-2152.

Student Performance Evaluation Criteria and Procedures: [There are 2 signature assignments due for the doctoral students and both must be used]

[In this section present signature assignment first exactly as presented in the syllabus template. If more than one choice of signature assignment is presented in syllabus template present only the option students will be required to complete.]

Signature Assignment 1:

Primary Learning Outcomes: Students will: a) demonstrate the ability to develop case conceptualizations and treatment plans with diverse clients; b) demonstrate the ability to use theory in the development of case conceptualizations and treatment plans with diverse clients; and, c) develop goals with matching measurable objectives and specific counseling interventions that help the client reach their measurable objectives.

Options for the Signature Assignment: (You could combine the case conceptualization and treatment planning assignment into one or you could break them apart into two separate assignments)

Client Case Conceptualization and Treatment Planning

Client Case Description [Give students one or more DSM-5 cases. You can give students the case complete with a diagnosis or you can have students generate a diagnosis as part of the assignment. Potential sources for cases can be found by using any of the following or your own sources:

Barnhill, J. (2013). *DSM-5 Clinical Cases*. Arlington, VA: American Psychiatric Publishing. ISBN-13: 978-1585624638
Kilgus, M., & Rea, W. (2014) *Essential Psychopathology Casebook*. New York: W. W. Norton & Company. ISBN: 978-0393708226

Schwitzer, A. & Rubin, L. (2014) *Diagnosis and Treatment Planning Skills: A Popular Culture Casebook Approach (2nd ed)*. Thousand Oaks, CA: Sage. ISBN: 978-1483349763

Gray, S. (2016) *Psychopathology: A Competency-based Assessment Model for Social Workers (4th ed.)*. Boston, MA: Cengage Learning. ISBN: 978-1305101937

Beidel, D., Frueh, C., Hersen, M. (2018). *Adult Psychopathology and Diagnosis (8th ed)*. Hoboken, NJ: Wiley. ISBN: 978-1119383604]

For this assignment you will write a 5-page paper based on the client case description that will include a case conceptualization and a treatment plan:

Case Conceptualization

A. Premise

- 1) Begin with a topic sentence that includes an overview of the client's demographics and reasons for coming to counseling.
- 2) Identify your case conceptualization theory (such as Behavioral, Cognitive, Cognitive-Behavioral, Feminist, Emotion-Focused, Dynamic, Family Systems, Cultural, Constructivist, Transtheoretical, Crisis, Existential, Psychodynamic, etc.).
- 3) Offer an overview of the two biggest strengths AND weaknesses that are impacting the client's reasons for coming to counseling. Make sure to tie all of the strengths AND weaknesses to the theory you have selected.

B. Detailed Case Analysis

- 1) Provide a detailed analysis of the client's strengths including neurological and biological assets, past successes, successful coping strategies, skills, and factors facilitating change and discuss these from within the same theoretical perspective selected.
- 2) Provide a detailed analysis of the client's weaknesses including neurological and biological weaknesses, substance use, concerns/issues/problems, unsuccessful coping strategies, skill deficits, and treatment barriers and discuss these from within the same theoretical perspective selected.
- 3) Provide information from the client case description (multicultural considerations, disabilities, past history, present history, behavioral observations, and other sources) to build an effective exploration of the client from which to create an appropriate treatment plan
- 4) Draw conclusions about the client's overall level of functioning at this time

Treatment Plan

A. Treatment Plan Overview

1) Explain the details of what will occur with the client in counseling. How many counseling sessions will be needed? Are they individual, family, or group sessions? Cite exactly which evidence-based interventions you use with the client in these counseling sessions to meet the client's objectives.

2) Explain why the client does or does not need a referral for medication. If the client might benefit from a medication, what is one medication that should be considered and what is one medication that should be avoided? If the client would not benefit from psychotropic medications, what are two psychotropic medications that would be harmful to the client at this time.

3) Identify and explain at least one referral to another provider that you could make for this client that could improve their wellbeing (for example, a referral for housing, career services, sleep apnea test, nutrition, thyroid issues, etc.).

B. Long-term Goals - List at least 3-4 broad goals the client would like to achieve by the end of counseling (these will tie directly back into the client's case conceptualization). These broad goals will speak to the client's most basic needs, issues, or goals at this time.

C. Objectives – For each broad goal mentioned above, create 3-4 objectives that are specific, measurable, attainable, realistic, and can be accomplished by the client in a short period of time. Objectives help the client see success in small steps in treatment, which instills hope. It also helps the counselor chart client progress and plan treatment sessions.

Criteria	Exceeds Expectations	Meets Expectations	In Development	Does Not Meet Expectations
Case Conceptualization: Premise 1, 2, & 3 CACREP 2016 6B1a, 6B1c	Correctly identifies and describes all three of the following: The client's demographics and reasons for counseling (A1), the case conceptualization theory (A2), as well as how the client's two most important strengths and weaknesses are tied to the theory selected (A3)	Correctly identifies and describes two of the following: The client's demographics and reasons for counseling (A1), the case conceptualization theory (A2), or how the client's two most important strengths and weaknesses are tied to the theory selected (A3)	Correctly identifies and describes one of the following: The client's demographics and reasons for counseling (A1), the case conceptualization theory (A2), or how the client's two most important strengths and weaknesses are tied to the theory selected (A3)	Either is incorrect or fails to identify and describe the client's demographics and reasons for counseling (A1), the case conceptualization theory (A2), as well as how the client's two most important strengths and weaknesses are tied to the theory selected (A3)
Case Conceptualization: Detailed Case Analysis 1 CACREP 2016 6B1a, 6B1c, 6B1f	Correctly identifies and ties to the case conceptualization theory all five of the following strengths: neurological and/or biological assets, past successes, successful coping strategies, skills, and factors facilitating change	Correctly identifies and ties to the case conceptualization theory at least four of the following five strengths: neurological and/or biological assets, past successes, successful coping strategies, skills, and factors facilitating change	Correctly identifies and ties to the case conceptualization theory at least three of the following five strengths: neurological and/or biological assets, past successes, successful coping strategies, skills, and factors facilitating change	Correctly identifies and ties to the case conceptualization theory two or fewer of the following five strengths: neurological and/or biological assets, past successes, successful coping strategies, skills, and factors facilitating change
Case Conceptualization: Detailed Case Analysis 2 CACREP 2016 6B1a, 6B1c, 6B1f	Correctly identifies and ties to the case conceptualization theory all six of the following weaknesses: neurological and biological weaknesses, substance use, skill deficits, concerns/issues/problems, unsuccessful coping	Correctly identifies and ties to the case conceptualization theory at least five of the following six weaknesses: neurological and biological weaknesses, substance use, skill deficits, concerns/issues/problems, unsuccessful coping	Correctly identifies and ties to the case conceptualization theory at least four of the following six weaknesses: neurological and biological weaknesses, substance use, skill deficits, concerns/issues/problems, unsuccessful coping	Correctly identifies and ties to the case conceptualization theory three or fewer of the following six weaknesses: neurological and biological weaknesses, substance use, skill deficits, concerns/issues/problems, unsuccessful coping

	strategies, and treatment barriers	strategies, and treatment barriers	strategies, and treatment barriers	strategies, and treatment barriers
Case Conceptualization: Detailed Case Analysis 3 CACREP 2016 6B1a, 6B1c, 6B1f	Provides accurate, complete and detailed information that builds an effective exploration of the client from which to create an appropriate treatment plan	Provides accurate information that explores the client in a manner that allows an appropriate treatment plan to be created	Provides some accurate information about the client, but is missing elements, which makes it difficult for an appropriate treatment plan to be created	Is missing significant information about the client, which makes it difficult for an appropriate treatment plan to be created
Case Conceptualization: Detailed Case Analysis 4 CACREP 2016 6B1c, 6B1f	Draws an accurate, complete and detailed description about the client's overall level of functioning at this time	Draws an accurate description about the client's overall level of functioning at this time	Provides some accurate information, but is missing some elements in the description about the client's overall level of functioning at this time	Is missing significant information in the description about the client's overall level of functioning at this time
Treatment Plan: Treatment Plan Overview A1 CACREP 2016 6B1d	Draws an appropriate evidence-based (cited), complete, and detailed description about the number of counseling sessions, type of counseling sessions, and interventions used in counseling sessions	Draws an appropriate evidence-based (cited) and complete description about the number of counseling sessions, type of counseling sessions, and interventions used in counseling sessions	Draws an appropriate evidence-based (cited), rough description about the number of counseling sessions, type of counseling sessions, and interventions used in counseling sessions	Does not use evidence-based interventions or interventions are inappropriate, or descriptions are so vague it is hard to understand the context of the number of counseling sessions, type of counseling sessions, and interventions used in counseling sessions
Treatment Plan: Treatment Plan Overview A2 CACREP 2016 6B1d, 6B1f	If the client might benefit from a medication, has clearly and accurately described one medication that should be considered and one medication that should be avoided. If the client would not benefit from psychotropic medications, has clearly and accurately described two psychotropic medications that would be harmful to the client at this time.	If the client might benefit from a medication, has accurately described one medication that should be considered and one medication that should be avoided. If the client would not benefit from psychotropic medications, has accurately described two psychotropic medications that would be harmful to the client at this time.	If the client might benefit from a medication, has accurately described one medication that should be considered OR one medication that should be avoided. If the client would not benefit from psychotropic medications, has accurately described one psychotropic medication that would be harmful to the client at this time.	Either does not mention or does not accurately describe medications that might benefit the client or medications that would be harmful to the client at this time.
Treatment Plan: Treatment Plan Overview A3	Offers an accurate, complete and detailed description about one referral to another	Offers an accurate description about one referral to another provider that could	Offers a rough description about one referral to another provider that could	Either does not mention or does not accurately describe one referral to another provider that

CACREP 2016 6B1c, 6B1d, 6B1f	provider that could improve the client's wellbeing	improve the client's wellbeing	improve the client's wellbeing	could improve the client's wellbeing
Treatment Plan: Long Term Goals CACREP 2016 6B1b, 6B1e, 6B1f	Offers an accurate, complete and detailed description about at least 3 broad goals that speak to the client's most basic needs, issues, or goals at this time that the client would like to achieve by the end of counseling. All goals listed clearly tie directly back into the client's case conceptualization.	Offers an accurate description about at least 3 broad goals that speak to the client's most basic needs, issues, or goals at this time that the client would like to achieve by the end of counseling. All goals listed tie directly back into the client's case conceptualization.	Offers a rough description about at least 3 broad goals that speak to the client's most basic needs, issues, or goals at this time that the client would like to achieve by the end of counseling. All goals listed roughly tie back into the client's case conceptualization.	Either offers 2 or fewer broad goals that speak to the client's most basic needs, issues, or goals at this time that the client would like to achieve by the end of counseling OR does not tie all goals listed back into the client's case conceptualization.
Treatment Plan: Objectives CACREP 2016 6B1b, 6B1e, 6B1f	Offers an accurate, complete, and detailed description of least 3 objectives for three different long term goals. Every objective is specific, measurable, attainable, realistic, and can be accomplished by the client in a short period of time	Offers an accurate, description of least 3 objectives for three different long term goals. Every objective is specific, measurable, attainable, realistic, and can be accomplished by the client in a short period of time	Offers a rough description of least 3 objectives for three different long term goals. All objectives meet three or more of the following criteria: specific, measurable, attainable, realistic, and can be accomplished by the client in a short period of time	Offers 2 or fewer objectives for any of the three different long term goals OR an objective meets two or fewer of the following criteria: specific, measurable, attainable, realistic, and can be accomplished by the client in a short period of time
Organization	Balanced presentation of relevant evidence based, cited , information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Ideas logically support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The professor can follow the line of reasoning.	Paper provides a reasonably balanced presentation of relevant, evidence based, cited , information to support a central purpose or argument and displays evidence of a basic analysis of a significant topic. Ideas logically support the purpose or argument. They are usually clearly linked to each other. For the most part, the professor can follow the line of reasoning.	Paper at times supports a central purpose or argument and a balanced presentation of relevant, evidence based, cited , information. Analysis is basic or general. Ideas occasionally ideas fail to make sense together. The professor is fairly clear about what is intended.	Central purpose or argument is not clearly identified and the paper lacks a balanced presentation of relevant, evidence base, cited , information. Analysis is vague or not evident. Ideas are frequently not logically organized. Frequently, ideas fail to make sense together. The professor struggles to identify the reasoning.
Ethical Considerations	Clearly demonstrates an identification of all relevant ethical dimensions, professional	Demonstrates an identification of relevant ethical dimensions, professional	Demonstrates some identification of relevant ethical dimensions, professional	Lacks identification of relevant ethical dimensions, relevant professional

	responsibilities, and stakeholders for this context and arrives at an insightful comprehensive ethical application.	responsibilities, and stakeholders for this context and arrives at an appropriate ethical application.	responsibilities, and stakeholders for this context, and arrives at a mostly appropriate ethical application.	responsibilities, and stakeholders, for this context and/or arrives at questionable ethical applications.
Cultural Considerations	Clearly demonstrates cultural considerations for this context. This includes self-awareness, cross-cultural awareness, recognition of cultural differences, recognition of multiple perspectives, recognition of power relationships, and awareness of human choice. Clearly avoids projecting one's own culture onto everyone else's and resists stereotypes.	Demonstrates cultural considerations for this context. This includes self-awareness, cross-cultural awareness, recognition of cultural differences, recognition of multiple perspectives, recognition of power relationships, and awareness of human choice. Avoids projecting one's own culture onto everyone else's and resists stereotypes.	At times demonstrates cultural considerations for this context. This includes self-awareness, cross-cultural awareness, recognition of cultural differences, recognition of multiple perspectives, recognition of power relationships, and awareness of human choice. Mostly avoids projecting one's own culture onto everyone else's and resists stereotypes.	Lacks cultural considerations for this context. Lacks cultural self-awareness, cross-cultural awareness, recognition of cultural differences, recognition of multiple perspectives, recognition of power relationships, and/or awareness of human choice. Projects their own culture onto everyone else's and/or encourages stereotypes.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.)	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another. Contains few APA/grammar errors as specified in the assignment.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth. Contains several APA/grammar errors as specified in the assignment.	Some sentences are awkwardly constructed so that the reader is occasionally distracted. Contains many APA/grammar errors as specified in the assignment.	Errors in sentence structure are frequent enough to be a major distraction. Contains excessive APA/grammar errors as specified in the assignment.
Length Citations Reference List	Is at least the length specified in the assignment and includes 100% of the number of appropriate citations with matching references specified in the assignment.	Is at least the length specified in the assignment and includes at least 80% of the number of appropriate citations with matching references specified in the assignment.	Is at least the length specified in the assignment and includes at least 70% of the number of appropriate citations with matching references specified in the assignment.	Is less than the length specified in the assignment and/or includes 69% or fewer of the number of appropriate citations with matching references specified in the assignment.

Signature Assignment 2:

Primary Learning Outcomes: Students will: a) demonstrate the ability to provide a scholarly examination of theories relevant to counseling; b) demonstrate the ability to integrate theories relevant to counseling; c) demonstrate the ability to conceptualize clients from multiple theoretical perspectives; and d) discuss ethical and culturally relevant counseling considerations for each theory.

For this assignment you will write a minimum 10-page paper that will include a through a complete comparison and contrasting of three major counseling theories. Ensure that the three theories you choose are distinct from each other. This paper will require substantial citations in all sections and an accompanying reference list.

You will need to have separate sections covering each of the following:

1. Scholarly description of each theory
2. A description of specific techniques related to each theory
3. Strengths and weaknesses of each theory
4. Strengths and weaknesses for at least three different multicultural populations for each theory
5. Specific ways you can evaluate the effectiveness of each theory using reliable and valid assessments
6. Utilization of each theory in crisis situations
7. Research demonstrating the outcomes or effectiveness of each theory

Criteria	Exceeds Expectations	Meets Expectations	In Development	Does Not Meet Expectations
1. Scholarly description of each theory CACREP 2016 6B1a, 6B1c	Provides a comprehensive scholarly description of each theory	Provides a basic scholarly description of each theory	Provides a limited scholarly description of each theory	Does not provide a scholarly description of each theory
2. A description of specific techniques related to each theory CACREP 2016 6B1d	Provides a comprehensive description of specific techniques related to each theory	Provides a basic description of specific techniques related to each theory	Provides a limited description of specific techniques related to each theory	Does not provide an adequate description of specific techniques related to each theory
3. Strengths and weaknesses of each theory CACREP 2016 6B1a, 6B1b, 6B1e	Provides a comprehensive description of the strengths and weaknesses of each theory	Provides a basic description of the strengths and weaknesses of each theory	Provides a limited description of the strengths and weaknesses of each theory	Does not provide an adequate description of the strengths and weaknesses of each theory
4. Strengths and weaknesses for at least three different multicultural populations for each theory CACREP 2016 6B1c, 6B1f	Provides a comprehensive description of the strengths and weaknesses for at least three different multicultural populations for each theory	Provides a basic description of the strengths and weaknesses for at least three different multicultural populations for each theory	Provides a limited description of the strengths and weaknesses for at least three different multicultural populations for each theory	Does not provide an adequate description of the strengths and weaknesses for at least three different multicultural populations for each theory
5. Specific ways you can evaluate the effectiveness of each theory using reliable and valid assessments	Provides a comprehensive description of specific ways you can evaluate the effectiveness of each theory using reliable and valid assessments	Provides a basic description of specific ways you can evaluate the effectiveness of each theory using reliable and valid assessments	Provides a limited description of specific ways you can evaluate the effectiveness of each theory using reliable and valid assessments	Does not provide an adequate description of the specific ways you can evaluate the effectiveness of each

CACREP 2016 6B1d, 6B1e				theory using reliable and valid assessments
6. Utilization of each theory in crisis situations CACREP 2016 6B1b, 6B1c, 6B1f	Provides a comprehensive description of the utilization of each theory in crisis situations	Provides a basic description of the utilization of each theory in crisis situations	Provides a limited description of the utilization of each theory in crisis situations	Does not provide an adequate description of the utilization of each theory in crisis situations
7. Research demonstrating the outcomes or effectiveness of each theory CACREP 2016 6B1d, 6B1e	Provides a comprehensive description of the research demonstrating the outcomes or effectiveness of each theory	Provides a basic description of the research demonstrating the outcomes or effectiveness of each theory	Provides a limited description of the research demonstrating the outcomes or effectiveness of each theory	Does not provide an adequate description of the research demonstrating the outcomes or effectiveness of each theory
Organization	<p>Balanced presentation of relevant evidence based, cited, information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic.</p> <p>Ideas logically support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The professor can follow the line of reasoning.</p>	<p>Paper provides a reasonably balanced presentation of relevant, evidence based, cited, information to support a central purpose or argument and displays evidence of a basic analysis of a significant topic.</p> <p>Ideas logically support the purpose or argument. They are usually clearly linked to each other. For the most part, the professor can follow the line of reasoning.</p>	<p>Paper at times supports a central purpose or argument and a balanced presentation of relevant, evidence based, cited, information. Analysis is basic or general.</p> <p>Ideas occasionally ideas fail to make sense together. The professor is fairly clear about what is intended.</p>	<p>Central purpose or argument is not clearly identified and the paper lacks a balanced presentation of relevant, evidence base, cited, information. Analysis is vague or not evident.</p> <p>Ideas are frequently not logically organized. Frequently, ideas fail to make sense together. The professor struggles to identify the reasoning.</p>
Ethical Considerations	Clearly demonstrates an identification of all relevant ethical dimensions, professional responsibilities, and stakeholders for this context and arrives at an insightful comprehensive ethical application.	Demonstrates an identification of relevant ethical dimensions, professional responsibilities, and stakeholders for this context and arrives at an appropriate ethical application.	Demonstrates some identification of relevant ethical dimensions, professional responsibilities, and stakeholders for this context, and arrives at a mostly appropriate ethical application.	Lacks identification of relevant ethical dimensions, relevant professional responsibilities, and stakeholders, for this context and/or arrives at questionable ethical applications.
Cultural Considerations	Clearly demonstrates cultural considerations for this context. This	Demonstrates cultural considerations for this context. This includes	At times demonstrates cultural considerations for this context. This	Lacks cultural considerations for this context. Lacks cultural

	includes self-awareness, cross-cultural awareness, recognition of cultural differences, recognition of multiple perspectives, recognition of power relationships, and awareness of human choice. Clearly avoids projecting one's own culture onto everyone else's and resists stereotypes.	self-awareness, cross-cultural awareness, recognition of cultural differences, recognition of multiple perspectives, recognition of power relationships, and awareness of human choice. Avoids projecting one's own culture onto everyone else's and resists stereotypes.	includes self-awareness, cross-cultural awareness, recognition of cultural differences, recognition of multiple perspectives, recognition of power relationships, and awareness of human choice. Mostly avoids projecting one's own culture onto everyone else's and resists stereotypes.	self-awareness, cross-cultural awareness, recognition of cultural differences, recognition of multiple perspectives, recognition of power relationships, and/or awareness of human choice. Projects their own culture onto everyone else's and/or encourages stereotypes.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.)	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another. Contains few APA/grammar errors as specified in the assignment.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth. Contains several APA/grammar errors as specified in the assignment.	Some sentences are awkwardly constructed so that the reader is occasionally distracted. Contains many APA/grammar errors as specified in the assignment.	Errors in sentence structure are frequent enough to be a major distraction. Contains excessive APA/grammar errors as specified in the assignment.
Length Citations Reference List	Is at least the length specified in the assignment and includes 100% of the number of appropriate citations with matching references specified in the assignment.	Is at least the length specified in the assignment and includes at least 80% of the number of appropriate citations with matching references specified in the assignment.	Is at least the length specified in the assignment and includes at least 70% of the number of appropriate citations with matching references specified in the assignment.	Is less than the length specified in the assignment and/or includes 69% or fewer of the number of appropriate citations with matching references specified in the assignment.

[Individual instructors should include other required course activities/assignments and the respective criteria students will be evaluated on as part of the course in this section on Student Performance Evaluation Criteria and Procedures of the syllabus after presenting the signature assignment instructions. A copy of the rubric for the signature assignment with the respective accreditation standards for rubric criteria should be attached to the syllabus.]

[If you wish to add additional sections to the syllabus not covered in the syllabus sections outlined above and not covered in the Course Schedule section that follows, these may be added after the Student Performance and Evaluation Criteria and Procedures section immediately above and before the final Course Schedule section that follows.]

Course Schedule [This is a component that individual instructors will add. Course schedule should address for each class session: a) the course objectives and provide evidence that all topics identified in the course objectives are covered, b) required readings, c) due dates for assignments, etc.]

Course Schedule

Date/Time	Readings Due	In Class Topics and Activities	Assignments Due
Class 1	Kress and Paylo, Ch 1	Expectations The Foundations of Treatment Planning: A Primer	
Class 2	Kress and Paylo, Ch 2 Berman, Chs 1 & 13	Developing Comprehensive Case Conceptualizations and Treatment Plans	
Class 3	Berman, Chs 2 & 10	The Complexity of Human Experience Cultural Case Conceptualizations and Treatment Plans	
Class 4	Kress and Paylo, Chs 4, 6 & 10 Berman, Ch 5	Cognitive-Behavioral Case Conceptualizations and Treatment Plans Depressive, Bipolar, and Related Disorders Obsessive Compulsive and Related Disorders	
Class 5	Kress and Paylo, Chs 11 & 13 Berman, Ch 3	Behavioral Case Conceptualizations and Treatment Plans Feeding and Eating Disorders Neurodevelopmental and Neurocognitive Disorders	
Class 6	Kress and Paylo, Ch 5 Berman, Ch 4	Cognitive Case Conceptualizations and Treatment Plans Anxiety Disorders	
Class 7	Kress and Paylo, Ch 8 Berman, Ch 12	Transtheoretical Case Conceptualizations and Treatment Plans Substance-Related and Addictive Disorders	
Class 8	Kress and Paylo, Ch 9 Berman, Ch 8	Dynamic Case Conceptualizations and Treatment Plans Personality Disorders	
Class 9	Kress and Paylo, Ch 7 Berman, Ch 7	Emotion-Focused Case Conceptualizations and Treatment Plans Trauma- and Stressor-Related Disorders	
Class 10	Kress and Paylo, Ch 12 Berman, Ch 9	Family Systems Case Conceptualizations and Treatment Plans Disruptive, Impulse-Control, Conduct, and Elimination Disorders	
Class 11	Kress and Paylo, Ch 15 Berman, Ch 6	Feminist Case Conceptualizations and Treatment Plans Sleep-Wake, Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	
Class 12		<i>Thanksgiving Break – No Class</i>	
Class 13	Kress and Paylo, Ch 14 Berman, Ch 11	Constructivist Case Conceptualizations and Treatment Plans Dissociative Disorders and Somatic Symptoms and Related Disorders	
Class 14	Kress and Paylo, Ch 3	Safety-related Clinical Issues and Treatment Planning	Signature Assignment 1 Paper
Class 15			Signature Assignment 2 Paper

Re: Please let me know CP's thoughts by 10/9

Mary Z Anderson <mary.anderson@wmich.edu>

Fri 10/9/2020 6:36 PM

To: Stephanie T Burns <stephanie.burns@wmich.edu>

Cc: Carla R Adkison-Johnson <carla.adkison-johnson@wmich.edu>

Dear Stephanie,

Thank you for the opportunity for CP faculty to comment on the proposed CE doctoral program curriculum changes. CP faculty have not expressed any pressing concerns about the proposal going forward -- though we did note that over me it may be useful to begin looking at courses the two doctoral programs could share.

Best Wishes,
Mary
