CM530 Advanced Treatment Planning
Mondays -1:00 pm to 3:50 pm
3 Hours
Fall 2020

Course Introduction	

Instructor:	**Linda Robinson, Psy.D, LCPC**
Course Section #	**CM530-A**
Course Meeting Day/Time	**Mondays 1:00 pm - 3:50 pm**
Office and Hours:	**Mon. – Thurs. by appointment**
Phone:	**312-467-2514**
E-mail:	**lrobinson@thechicagoschool.edu (Best Method of Contact)**

Official Course Description
A continuation of Helping Relationships and Skill Development in Counseling I, this course advances the student's knowledge and abilities in counseling, diagnostic, and treatment skills, including crisis intervention, suicide ideation, and mental status exams. The course examines the treatment of mental and emotional disorders, including the development of a treatment plan, reporting and assessing progress, appropriate referral procedures, formulating SMART goals, and understanding the effect on client behavior and the interaction of psychotropic medications and mood altering chemicals in the treatment of mental and emotional disorders. Cultural diversity and individual differences are integral to this course. (3 credits)

This class will be held remotely via Zoom via a synchronous format. Students will receive a Zoom invitation to the course prior to the first class.

Institutional Learning Outcome Addressed

Institutional Learning Outcome
The institutional learning outcomes for students completing degree programs are:
Scholarship: Graduates will be able to use scientific research and theory to inform their practices and be able to prepare scholarly work broadly defined.
Diversity: Graduates will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and disability difference in their professional work.
Professional Behavior: Graduates will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.
Professional Practice: Graduates will be able to conduct assessments, develop appropriate interventions, and implement interventions in their specialty area of professional psychology/counseling.

Program Learning Outcomes
Upon successful completion of this program students will be able to:

1. **Diversity and Advocacy:** demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling.
2. **Foundations:** show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.
3. **Counseling, Prevention, and Intervention:** demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.
4. **Assessment:** demonstrate the knowledge, skills, and practices of culturally appropriate and holistic clinical evaluation assessment of normalcy.
5. **Research and Evaluation:** competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation.

Course Learning Outcomes:			
Learning Outcome	**CACREP Standard**	**Manner Taught**	**Manner Assessed**
1. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	V.C.2.b	Lecture Reading Activity	Case Discussion Case Presentation Treatment Plan assignments
2. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	V.C.2.c	Lecture Reading Video	Case Discussion Case Presentation Treatment Plan assignments
3. Cultural factors relevant to clinical mental health treatment.	V.C.2.j	Lecture Reading Video	Case Discussion Case Presentation Treatment Plan assignments
4. Treatment planning and caseload management	V.C.3.a	Lecture Reading Video Activity	Case Discussion Case Presentation Treatment Plan assignments
5. Evidence-based strategies and techniques for prevention and intervention	II.5.j	Lecture Reading Video Activity	Case Discussion Case Presentation Treatment Plan assignments

6. Suicide prevention models and treatment strategies	II.5.1	Lecture Reading Video Activity	Case Discussion Case Presentation Treatment Plan assignments

Required and Optional Texts

Required Texts

American Psychological Association (2013). *Diagnostic and statistical manual of mental disorders: DSM-5. 5th Ed*. American Psychiatric Publishing: Washington DC

Jongsma, A.E.Jr., Peterson, L.M. & Bruce, T.J. (2014). The complete adult psychotherapy treatment planner. Hoboken, New Jersey, ISBN: 978-1-118-27004-2

Kress, V.E. & Paylo, M.P. (2015). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment.* Pearson: Boston.

Erford, B. (2020). *45 techniques every counselor should know*. Pearson: Boston. ISBN: 978-0-13-469489-4

Recommended Text Not Required

Hutchinson, D. (2015), *The essential counselor: Process, skills and techniques. 3rd. Ed.,* Sage: Los Angeles

Schwitzer, A.M. & Rubin, L.C. (2015). *Diagnosis and treatment planning skills: A popular culture casebook approach. 2nd Ed.* Sage: Los Angeles.

Course Rubric

Learning Objectives Addressed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
Roles and settings of clinical mental health counselors	No ability to understand the roles and settings of CMHC	Basic ability to understand the roles and settings of CMHC	Intermediate ability to understand the roles and settings of CMHC	Advanced ability to understand the roles and settings of CMHC

Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	No ability to understand Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Basic ability to understand Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Intermediate ability to understand Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Advanced ability to understand Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	No ability to understand Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	Basic ability to No ability to understand Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	Intermediate ability to No ability to understand Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	Advanced ability to No ability to understand Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
Cultural factors relevant to clinical mental health counseling	No ability to understand Cultural factors relevant to clinical mental health counseling	Basic ability to understand Cultural factors relevant to clinical mental health counseling	Intermediate ability to understand Cultural factors relevant to clinical mental health counseling	Advanced ability to understand Cultural factors relevant to clinical mental health counseling
Techniques and interventions for prevention and treatment of a broad range of mental health issues	No ability to demonstrate Techniques and interventions for prevention and treatment of a broad range of mental health issues	Basic ability to demonstrate Techniques and interventions for prevention and treatment of a broad range of mental health issues	Intermediate ability to demonstrate Techniques and interventions for prevention and treatment of a broad range of mental health issues	Advanced ability to demonstrate Techniques and interventions for prevention and treatment of a broad range of mental health issues
A systems approach to conceptualizing clients	No ability to understand A systems approach to conceptualizing clients	Basic ability to A systems approach to conceptualizing clients	Intermediate ability to A systems approach to conceptualizing clients	Advanced ability to A systems approach to conceptualizing clients

Theories, models, and strategies for understanding and practicing consultation	No ability to understand Theories, models, and strategies for understanding and practicing consultation	Basic ability to understand Theories, models, and strategies for understanding and practicing consultation	Intermediate ability to understand Theories, models, and strategies for understanding and practicing consultation	Advanced ability to understand Theories, models, and strategies for understanding and practicing consultation
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	No ability to understand Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Basic ability to understand Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Intermediate ability to understand Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Advanced ability to understand Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
Counselor characteristics and behaviors that influence the counseling process	No ability to understand Counselor characteristics and behaviors that influence the counseling process	Basic ability to understand Counselor characteristics and behaviors that influence the counseling process	Intermediate ability to understand Counselor characteristics and behaviors that influence the counseling process	Advanced ability to understand Counselor characteristics and behaviors that influence the counseling process
Evidence-based counseling strategies and techniques for prevention and intervention	No ability to understand Evidence-based counseling strategies and techniques for prevention and intervention	Basic ability to understand Evidence-based counseling strategies and techniques for prevention and intervention	Intermediate ability to understand Evidence-based counseling strategies and techniques for prevention and intervention	Advanced ability to understand Evidence-based counseling strategies and techniques for prevention and intervention
Suicide prevention models and strategies	No ability to demonstrate Suicide prevention models and strategies	Basic ability to demonstrate Suicide prevention models and strategies	Intermediate ability to demonstrate Suicide prevention models and strategies	Advanced ability to demonstrate Suicide prevention models and strategies

Class Schedule, Assignments, and Grading

Week	Topic	Readings	Assignments
Unit 1 8/31	Syllabus Review Introduction to Treatment Planning Treatment Planning Basics Evidenced Based Treatment	(K=Kress) K: Chp. 1, 2 & 5 Evidence Based Treatment Planning Video (28:55) CBT video (30:00)	**Psychotherapy.net Database:** **View at Home: Evidenced-Based Planning for General Anxiety**

Week	Topic	Readings	Assignments
	Treatment Planning for Anxiety Disorders	Small group activities (Ka- Sean), pg. 141 & 173 Lecture	**Disorder (Bruce & Jongsma)** **View at Home: Last 30 minutes of Cognitive Behavior Therapy for Anxiety (Fefergrad & Richter**
Unit 2 9/7		**HOLIDAY- NO CLASS**	
Unit 3 9/14	Treatment Planning for Anxiety Disorders Treatment Planning for Depression and Related Disorders	K: Ch. 4, 5 Interpersonal Psychotherapy for Depression Video – Psychotherapy.net (58:14) Small Group (Manuel) pg. 92 & 137 Large Group Mindfulness Exercise Small Group Small Group	**Psychotherapy.net Database:** **View at Home: Evidenced-Based Planning for Depression (Bruce & Jongsma)**
Unit 4 9/21	Treatment Planning for Obsessive -Compulsive and Related Disorders Treatment Planning for Trauma and Stressor-Related Disorders	K. Ch. 6 &7 **YouTube:** Acceptance Commitment Therapy (3:13) **YouTube:** What is Acceptance and Commitment Therapy – Timothy Gordon (12:44) **YouTube:** ACT: Acceptance Commitment Therapy (5:07) Small Group (John) pg. 177 & 206	**Due: Treatment Plan for "I Can Start" I** **Psychotherapy.net Database:** **View at Home: Evidenced-Based Planning for Post-Traumatic Stress Disorder (Bruce & Jongsma)**

Week	Topic	Readings	Assignments
		Small Group **YouTube:** Trauma-Focused CBT – TF-CBT (55:58); Dr. Snipes Small Group (Henry) pg. 237 Large Group Treatment Plan	**YouTube:** **Acceptance** **Commitment** **Therapy (ACT)** **Skills. Dr. Snipes**
Unit 5 **9/28**	Treatment Planning for Personality Disorders Schizophrenia Spectrum and other Psychotic Disorders	K: Ch. 9 & 10 Dialectical Behavior Therapy: Techniques for Emotional Regulation Psychotherapy.net (1:01:20) Schizophrenia and other psychotic disorders. Kanopy (37:22) Small Group (Jane) pg. 268 & 324 Lecture - Treatment of Psychotic Disorders Small Group (Mitchell) pg. 328 & 350 Small Group	**Due: Treatment** **Plan A**
Unit 6 **10/5**	Treatment Planning for Feeding and Eating Disorders Disruptive, Impulse-Control, Conduct and Elimination Disorders Autism and ADHD	K: Ch. 11 & 12 Anorexia: What parents and therapists need to know. Psychotherapy.net (40:07)) Autism Now: Autism Treatment Alexander Street (10:36) Child with Autism Eating Dangerous Things: How to Stop Pica. YouTube (8:45) How to Reduce Problem Behaviors | Autism Intervention for Problem. Behaviors. YouTube (11:20)	**View at Home:** **Evidenced-Based** **Planning for** **Disruptive Child** **and Adolescent** **Behavior** **(Bruce &** **Jongsma)** **Evidenced-Based** **Planning for** **Eating Disorders** **and Obesity** **(Bruce &** **Jongsma)**

Week	Topic	Readings	Assignments
		Small Group Large Group Small Group (vignette)	
Unit 7 **10/12**	**Suicide Assessment and Treatment Planning - Adults**	Suicide Film (1:02:34) Lecture Small Group (x5) Large Group Discussion	**Due: Treatment Plan for "I Can Start" II**
Unit 8 **10/19**	**Suicide Assessment and Treatment - Children Treatment Planning for Other Conditions That May Be a Focus of Clinical Attention**	Lecture (SASS) Small Group (x5) Lecture Small Group (x3)	

Unit 9
10/26
	Behavioral Approaches: Techniques for Children and Adolescents
	  Token Economy
	  Behavioral Contract
	  Extinction
	  Response Costs
	  Behavior Charts
	
	Other Techniques:
	Solution Focused
	Miracle Question
	Thought Stopping
		Erford Chp. 36, 37, 38, 39, 41
		
		Techniques of Play Therapy: A Clinical Demonstration- Alexander Street Database (49:59)
		
		  Lecture – Interventions for Children
		
		    Small Group (Molly) pg. 139
		
		    Treatment Planning Exercises
			Due: Treatment Plan B

Unit 10 **11/2**	All Covered Disorders	Guest Lecturer Treatment Planning Exercises	**Due: Treatment Plan for "I Can Start" III**

Week	Topic	Readings	Assignments
Unit 11 **11/9**	All Covered Disorders	Treatment Planning Exercises	
Unit 12 **11/16**		**Client Assessment and Treatment Plan PowerPoint Presentations**	**Due: Client Assessment and Treatment Plan Papers** **3 Presentations**
Unit 13 **11/23**	.	**Client Assessment and Treatment Plan PowerPoint Presentations**	**3 Presentations**
Unit 14 **11/30**		**Client Assessment and Treatment Plan PowerPoint Presentations**	**3 Presentations**
Unit 15 **12/7**	Close Out	**Client Assessment and Treatment Plan PowerPoint Presentations**	**1 Presentations**

Course Assignments

Please note that all writing assignments/papers for this class must include: An APA style cover page, APA page #'s, running head, header, reference page, and citations throughout the paper. Students are encouraged to consult the APA Manual and outside resources for assistance in APA style. Points will be deducted if APA format is not followed. Students are expected to create strong introductions and conclusions in their papers and to demonstrate critical thinking in all assignments.

1. **Attendance & Participation   (50 points)**
Your attendance and participation in this course are essential to your ability to learn diagnosis and treatment planning. As such, absences, being late for class, cell phone uses, and lack of participation will be penalized. Students are expected to notify instructor of absences in advance (if at all feasible). Excusing an absence is left to the discretion of the instructor. Two absences will result in *one full final course letter grade reduction* (e.g., a "B" would become a "C"). Three absences will result in *failure of the course* (i.e., a letter grade of "F").

2. **"I Can Start Three" Treatment Plans - Due: 9/21, 10/12, 11/2___   (150 points)**

   Students will complete treatment plans for "I Can Start Papers I, II, and III from the Spring 2020 Diagnostic class utilizing the treatment planning form found at the end of this syllabus and on Canvas under "files".

3. **Treatment Plans A and B – Due: 9/28 and 10/26_____   (50 Points)**

Students will complete two treatment plans utilizing the treatment plan form found at the end of this syllabus and on Canvas under "files. The treatment plans will based on case vignettes found on Canvas:.

4. **Client Assessment and Treatment Plan Paper/ Presentation** **_____ Due: 11/16 (250 points)**

Students will develop a client assessment and treatment plan based on a role play conducted remotely with another student in the class. The required content is as follows:

Part I: The Client Assessment

1. Client's cultural demographics per the Hays model.
2. The presenting problem
3. History of the presenting problem
4. Client strengths and weaknesses
5. Client's medications
6. DSM-5 Diagnosis
7. Recommended counseling modality (Individual, group, couples, etc.).

Part II: Treatment Plan

1. Presenting problem
2. Goals
3. Objectives
4. Interventions
5. Recommended frequency of sessions (weekly, bimonthly, etc.)
6. Expected length of stay (1 month, 6 months, etc.).

The treatment plan form should be completed with the above content. This form can be located at the end of this syllabus and on Canvas under "files"

Part III

Present your assessment and treatment plan via a PowerPoint presentation. Use the outlines above as a guide for developing the content of your PowerPoint slides.

Grading Schedule

Learning Objective	Assignment	Measurement	Expected Result
1 - 5	Attendance & Participation	50 points	90% of students will achieve 90% or higher
1 - 5	I Can Start Treatment I	25 points	90% of students will achieve 90% or higher
3 – 5	I Can Start Treatment II	25 points	90% of students will achieve 90% or higher
1 – 5	I Can Start Treatment III	100 points	90% of students will achieve 90% or higher
1-5	Treatment Plan A and B	50 points	90% of students will achieve 90% or higher
1-5	Client Assessment and Treatment Plan	150 points	90% of students will achieve 90% or higher
1-5	Client Assessment and Treatment Plan Presentation	100 points	90% of students will achieve 90% or higher
	Total	**500 points**	

Final course grades will be assigned as follows:

Letter Grade	Rubric Level	Percent of Grade	Point Range
A	4	94-100%	470-500 points
A-	4	90-93%	450-469 points
B+	3	88-89%	440-449 points
B	3	83-87%	415-439 points
B-	2	80-82%	400-414 points
C	1	70-79%	350-399 points
F	1	69% and below	349 points or lower

TheChicagoSchool®
of Professional Psychology

Counselor Education Department
Use of Electronic Devices in the Classroom Policy
Policy effective Spring 2017

The primary purpose of the use of technology during class is to support learning. It is is the responsibility of your instructor to decide if and when electronic devices can be used in class.
The training of counselors necessitates students to demonstrate the capacity to offer undivided and sustained attention. The Counselor Education Department Faculty recognize the benefits of technology and social media; they can increase access to information, increase efficiency, and connect people across distances. They also have the potential to erode interpersonal encounters. They can divide our attention, increase time off task, shorten attention span, and even diminish retention of information.

Your instructors may or may not allow the use of electronic devices in class. When they do, it will be solely for accessing relevant electronic textbooks, taking notes, or engaging in focused, internet searches related to class activities. Electronic devices are never to be used during class time to work on assignments for other classes, to explore unrelated internet sites, to engage in social media with family or friends, to check email or schedule appointments, or other personal activities.

Such personal usage is prohibited during class time and will be addressed in a manner similar to non-adherence to attendance, class participation, and policies impacting professionalism and classroom respect. Students are encouraged to consider the impact of inappropriate use of technology on their – as well as their fellow students learning experience. Students are reminded to use their professional judgement to assess the ethical, scholarly, and professional implications of the misuse of technology over the course of their academic tenure. Students' misuse/abuse of technology during class time may impact their class participation grade or other department assessment.

Accessibility Accommodations
In pursuit of its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), The Chicago School of Professional Psychology is committed to providing all students with equal access to academic courses, programs, and school activities.
A student seeking accommodation for a disability should contact their ADA Liaison at their home campus upon enrollment. The student must provide materials from a healthcare provider who has the credentials to diagnose and treat the condition explaining and documenting the disability, the prognosis, the barriers the student faces given the disability, and suggestions for accommodations that are designed to overcome the barriers without imposing an undue burden on the school and/or fundamentally altering the nature of the service, program, or activity at issue. In accordance with the ADA, TCSPP will facilitate reasonable accommodations for a student with impairments that either substantially affect a major life function and/or are expected to last six or more months. Temporary impairments with an expected duration of fewer than six months will be reasonably accommodated if they impact a major life activity. Accommodations will be granted on the basis of reasonableness and may not necessarily be the preferred accommodation expressed by the student. The reasonableness of an accommodation is dependent upon the objective reasonableness of the request under the circumstances and should meet the needs of the student to the extent that they are able to perform the essential portions of their classwork with the

accommodation. Accommodations that create an undue hardship for the program or the student, or which fundamentally alter the nature of the program, are not considered reasonable.

Ultimately, the decision as to what accommodations, if any, will be provided lies with TCSPP. Reasonable accommodations may include adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Accommodations are not retroactive and will be acted upon at the time the student presents said information to the institution.

Instructional Technology Accessibility

TCSPP is committed to providing information technology ("IT"), including but not limited to digital academic resources, distance learning systems, and digital library materials, that has been designed, developed, or procured to be accessible to people with disabilities, including those who use assistive technologies. TCSPP strives to ensure that people with disabilities have access to the same services and content available to people without disabilities. An accessible IT environment generally enhances usability for everyone. This policy is a living document that will change over time as IT changes. It will be reviewed on a regular basis. Whenever this policy is updated or amended, TCSPP will communicate those changes and amendments to the TCSPP community. To implement this policy, TCSPP will offer training and resources to faculty, subject matter experts and all others in the TCSPP community who design courses for TCSPP students to provide guidance in how to make IT accessible. In addition, TCSPP will consider accessibility issues and functionality in its procurement of new IT that will be used by students, faculty and others.

Definition:

Accessible: means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability.

Service Animals

The Chicago School of Professional Psychology allows service animals on its campuses as a reasonable accommodation for students with disabilities. The student must be able to articulate whether the animal is a service animal and what function it serves in accommodating the disability. Although not required, TCSPP recommends that the student take the following steps when bringing a service animal on campus, so that the members of the Facilities Department can best support and accommodate them: 1) register the service animal and/or provide signage to designate its status, and 2) connect with Student Support Counseling Manager on the home campus in advance to discuss accommodation needs. The service animal must be continuously accompanied by the student and must not present a threat to other members of the TCSPP community. A student with an emotional support animal, which is not considered a service animal, should go through the accessibility accommodations request process outlined above.

POLICY
[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)
INTRODUCTION
• **COMMITMENT TO DIVERSITY**
ACADEMIC POLICIES AND PROCEDURES
• **CLASS CANCELLATION**

• **CREDIT HOUR**

• **GRADING POLICIES**
    o **ADMINISTRATIVE GRADES**
        ▪ **INCOMPLETE**

• **LEAVE OF ABSENCE**   o **MILITARY LEAVE OF ABSENCE**
FINANCIAL AID AND STUDENT ACCOUNT POLICIES
STUDENT RIGHTS AND RESPONSIBILITIES
• **ACCESSIBILITY ACCOMMODATIONS**

• **STUDENT CONDUCT**
    o **ACADEMIC INTEGRITY**
    o **PROFESSIONAL COMPORTMENT**

• **RELIGIOUS ACCOMMODATIONS**

• **TECHNOLOGY**
    o **ELECTRONIC COMMUNICATION ETIQUETTE**
    o **USE OF COMPUTING RESOURCES**

STUDENT SERVICES, HEALTH, AND SAFETY

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

http://catalog.thechicagoschool.edu/

BOOKSTORE

Access to the bookstore is found at: http://thechicagoschool.textbookx.com.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: http://guides.instructure.com/
2) Access the community user boards and discussions.
3) Ask HelpDesk:
   a. Submit a ticket with your question or issue by filling out the form provided in the course.
   b. Contact the Help Desk by phone: 855-745-8169
   c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367
Email: helpdesk@tcsedsystem.edu
Website: http://helpdesk.tcsedsystem.edu

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service password reset portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): http://chi.librarypass.org/
- Southern California (and Online campus): http://la.librarypass.org/
- Washington DC (and Online campus): http://dc.librarypass.org/

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

NATIONAL CENTER FOR ACADEMIC & DISSERTATION EXCELLENCE (NCADE)

A. **Academic Success Programs** – Master's and pre-dissertating student support
   Contact: writing@thechicagoschool.edu
   - Onboarding and Orientation
   - Writing Assessment Process and Academic Writing Seminar
   - One-on-one writing consultations (on-the-ground and online)
   - Time management and learning style consultations
   - Presentations on APA writing style and formatting

B. **Dissertation Writing Experts (DWEs) and Methodology Experts (MEs) -** Dissertating Student Support
   Contact: ncade@thechicagoschool.edu
   - Writing
   - APA
   - Methodology
   - One-on-one writing consultations (on-the-ground and online)
   - Editorial and methodological support with the IRB application prior to submission to IRB
   - Manuscript Preparation (formerly copyediting)
     - Writing, methodological and professional development webinars

Student Wellness

Whenever you are in need of support, please call **855-460-6668**. This is a free, confidential, counseling network that will assist you in finding someone to speak to regarding your concerns and needs. Below is the counseling network's link with more helpful information:

https://my.thechicagoschool.edu/community/studentlife/Pages/Counseling.aspx.

In addition, please feel free to browse the wellness page located below for additional strategies and helpful guidance:

https://my.thechicagoschool.edu/community/studentlife/Pages/studentwellness.aspx

Counseling Treatment Plan

Counselor: _____   Date: _____
Client: _____   DOB: _____

DSM-5 Diagnosis:

_____
_____
_____
_____

Presenting Problem:

_____
_____
_____
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_____
_____

Treatment Goals:

_____
_____
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_____

Treatment Objectives:

_____
_____
_____
_____
_____

Interventions:

_____
_____
_____
_____
_____
_____

Treatment Modality: __Individual   __Group   __Family/Couples
Frequency of Treatment _____
Estimated Length of Stay _____

Client: _____   Date: _____

Counselor: _____   Date_____