I. COURSE DOMAIN AND BOUNDARIES

This course has four primary goals:

1) Students will understand the role of evidence-based therapeutic relationships as it impacts mental health outcomes
2) Students will gain an understanding of the major evidence-based approaches to the treatment of mental disorders
3) Students will be able to identify the best available treatment for emotional and behavioral disorders
4) Students will learn an approach to evidence-based case management and psychosocial rehabilitation for individuals with serious mental illness

This course will aim to build the foundations of knowledge and reflect the research the field has developed on the importance of therapeutic alliances and relationships leading to effective outcomes and behavior change. Identifying and selecting evidence-based interventions by matching to client characteristics and preferences will be addressed. Additionally, students will learn the process of psychosocial assessment, case conceptualization, treatment planning, progress monitoring and termination.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice</td>
<td>C4</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Asses individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>

### III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student's responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

**Student Handbook 2019**

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the [Disability Resource Center](#), a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students,
faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [Brown Communications Lab](http://www.browncommunicationslab.com). If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](http://www.orios.wustl.edu) to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.
IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends
or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V READINGS


OPTIONAL AND ON RESERVE


VI. ORGANIZATION OF COURSE

Treatment of Mental Disorders is into four sections designed to equip students with the essential knowledge and skills to lay the foundation of providing high quality mental health services to individuals and/or communities. The course framework builds upon a core principle in treatment outcomes: the relationship is critical.

Section I: Evidence-based helping relationships and Motivational Interviewing

Section II: Psychosocial assessment and treatment planning
Section III: Selecting evidence-based treatments and interventions

Section IV: Principles of psychosocial rehabilitation and integrated intervention

This course builds upon the competencies learned in S15-5038 Social Work Practice with Individuals, Families and Groups and S20-4011 Differential Diagnosis. The course extends the competencies of engagement, assessment, intervention, and evaluation through deepening the student’s understanding and skills in each area. This course will provide course instruction, assignment, and activities that address:

1. Engagement of individuals of diverse backgrounds and groups
2. Psychosocial assessment
3. Case conceptualization
4. Treatment planning
5. Progress monitoring
6. Adaptation/Course Corrections
7. Termination of the helping relationship

VII. ROLE OF FACULTY AND STUDENT

✓ Attendance is required *
✓ Class participation is expected *
✓ Assigned materials should be read before class
✓ Be prepared for discussion weekly as this is reflected in your class participation
✓ Thoughtfulness, intentionality, and genuineness are valued
✓ Bring materials to class
✓

Attendance policy: **2 class absences** will result in grades being docked ½ a letter grade. For example, an A- will become a B+; a B+ will become a B, and so forth. **3 absences** will result in 1 letter grade decrease. For example, an A will become a B, a B will become a C, and so forth.

The classroom environment is the mutual responsibility of the faculty and the students.

Faculty: The professor will lecture, facilitate class discussions and experiential exercises, model and encourage open discussion, and foster an environment in which students' values, knowledge and experiences can be explored and their diverse perspectives can be understood, respected and critically examined. The professor will also provide readings, assignment information, and be available for consultation and feedback. The Teaching Assistant will support the professor through providing lectures and assisting with grading assignments in addition to being available to students during lab sessions for feedback and assistance. Assignments will be returned in a timely manner. The professor and teaching assistant both invite students to give feedback and suggestions throughout the course.
Students: Class attendance and participation are required in this course. Assigned readings should be read before class, and students should be prepared to discuss and apply readings during class. Students are to turn in all assignments on time. Given the experiential emphasis of the course, **students should be prepared to role-play at any time in class. Students are expected to maintain personal and professional boundaries at all times in discussions and role-plays.**

**USE OF CANVAS:** Students are encouraged to review Canvas on a regular basis and utilize the technology appropriately to enhance their learning experience.

**FOR POWERPOINT LECTURES AND OTHER COURSE CONTENT:** The instructor will utilize the course materials section of Canvas to post PowerPoint slides from class lectures, additional readings, handouts and links to useful websites and other relevant resources.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>DUE Date</th>
<th>Percent of grade</th>
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</thead>
<tbody>
<tr>
<td>Reading Reflections – presentation and discussion</td>
<td>Weekly</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly written “In Treatment” progress and</td>
<td>Due by 11:59 pm on the following Kindney: 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13</td>
<td>30%</td>
</tr>
<tr>
<td>psychotherapy notes</td>
<td>Final progress note packet due on: 11/20.</td>
<td></td>
</tr>
<tr>
<td>Simulated Therapy Sessions and Reflection</td>
<td>9/25 and 11/20</td>
<td>30%</td>
</tr>
<tr>
<td>Film Analysis and Case</td>
<td>Class presentations will take place on 12/4 and 12/11. Written paper is DUE on 12/11.</td>
<td>30%</td>
</tr>
</tbody>
</table>

**VIII. ASSIGNMENTS AND GRADING CRITERIA**

1. **Reading Reflection:**
Class Presentations and Discussion: weeks 2 through 12 (no reflection on 9/25).

Percent of final grade: 10%

First presentation will be on Wednesday 9/4. Percent of final grade: 10%.

Each week students will come prepared for an in-class discussion based on the readings for the week. This discussion will be led each week by a small group of students.

Students will work in pairs to lead a discussion about a specific week’s reading assignments. Students should plan on facilitating a 20-minute discussion. Visual presentations such as Powerpoint and/or handouts are not required although organization and creativity are encouraged.

2. Weekly Written Progress and Psychotherapy Notes:

Due Date: 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13. Final progress note packets are due on: 11/20.

Percent of final grade: 30%

Progress notes will be completed in the classroom. Psychotherapy notes are to be submitted in Canvas.

Each Wednesday the class will watch an episode of In Treatment. We will focus on 7 sessions between the therapist, Paul, and the client, to be determined. Students will write about that week’s session. It is the responsibility of the student to be present for each of these classes in order to watch the episode and participate in class discussion. If the student cannot attend a particular class, it is their responsibility to watch this episode outside of class. In Treatment is available for purchase on Amazon.com and on HBOGO.com.

Students will write a progress note and a psychotherapy note.

Two main types of records exist in the mental health field. You will keep records, or progress notes, detailing your client’s clinical status and achievements during hospitalization, inpatient or outpatient care. Progress notes usually follow a standardized format, such as SOAP (Subjective, Objective, Assessment and Plan) or PAIP (Problem, Assessment, Intervention and Plan).

Progress notes detail the client’s:

- Symptoms
- Assessment (formal and informal)
- Diagnosis
- Treatment progress
- Notable lapses, regressions and slips
Progress notes allow you to compare your client’s past and current statuses, communicate your findings and allow retrospective review of case details.

By their nature, psychotherapy notes can be in any form that is useful to you. Think of psychotherapy notes as a form of self-consultation and preparation for supervision. In these notes, you may detail what happened in a session and write your thoughts and feelings about what was going on, list hunches and hypotheses to explore further, and write questions to bring up with your supervisor.

Psychotherapy notes will be submitted in Canvas. Psychotherapy notes are due by 11:59pm on Wednesdays: 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13. Please use inch margins and 12 pt. font. Psychotherapy notes must be one page long (minimum).

Examples of questions that students may address in their responses:

- What are the most important issues that occurred in session that week? Consider describing both content and process issues. Remember this information is not the same issue which you will record in the progress note.
- How the therapist thinks and feels about the client and the session.
  - For example: “I feel strongly connected to (client),” “I am discouraged that..”
- Countertransference issues.
  - For example: “(Client) reminds me of my father.” “I am aware that I feel personally triggered by..”
- Based on data collected in the session, how does this impact previous diagnostic impressions?
- Based on data collected in the session, how might the treatment plan need to be altered?
- Did the session make you look at personal or professional situations (past or present) differently?
- What hunches or best guesses does the therapist have?

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**Simulated Therapy Session and Reflection:**

Students will complete 2 separate simulated treatment sessions in class. Groups of 3 will be assigned with roles of clinical social worker, client, and observer. Each student will have 20 minutes to conduct a simulated clinical interview.

The simulations will follow this format on 9/25 and 11/20

Percent of final grade: 30%.
**Client:**
Each student will identify a problem that they are facing in real life (please ensure that this problem is appropriate to be shared in the context of your peers as confidentiality cannot be assured; ensure that this is a problem you feel comfortable sharing with your peers; and recognize that often problems we might think aren’t emotionally impactful can actually elicit a response that might be unexpected).

**Therapist/clinical social worker:**
The social worker’s job is to guide a conversation that will focus on the following introductory level clinical skills: verbal and non-verbal communication, empathy statements, reflection, paraphrasing, questioning skills, client-oriented problem solving.

- The observer uses a fidelity-rating checklist and guided feedback form to provide the therapist feedback after the simulation (completed in class).
- The client uses a guided feedback form to guide feedback from the session (completed in class).
- The therapist will complete a self-reflection (completed in Canvas).
  - The social worker will take time to reflect on content and process issues present during the 20 minute session. Upon reflection the social worker will research and write a mini follow-up plan (specific information available in Canvas).

The second simulation will follow the same format.
Students will join new groups of 3 and will engage in a follow-up 20 minute session.

- The observer uses a fidelity-rating checklist and guided feedback form to provide the therapist feedback after the simulation (completed in class).
- The client uses a guided feedback form to guide feedback from the session (completed in class).
- The therapist will complete a self-reflection (completed in Canvas).

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4. **Film Analysis and Case conceptualization:**

Due Date: Class presentations will take place on **December 4 and December 11**.

The written case conceptualization is due on **December 11**.

Percent of final grade: 30%
You will be assigned to a small group the first day of class. With your assigned group, you will write a case conceptualization and do a 30 minute in-class presentation.

**A case conceptualization** is a tool for understanding, synthesizing, making sense of and picking treatment interventions in the treatment of mental disorders. This assignment targets the translation of knowledge from the readings and lectures and applies it to an actual clinical case example.

In order to effectively provide treatment for individuals with specific or multiple disorders, the clinician has to have a thorough conceptualization that comes from assessment and understanding of the clients’ presentation. From the conceptualization, treatment interventions are chosen with the goals of symptom amelioration and/or needed changes in one’s life.

Each group will select a film with a relevant mental health issue. Groups will select one character from one of the following films:

- *Silver Linings Playbook*
- *Call Me Crazy*
- *Your Friends and Neighbors*
- *The Skeleton Twins*
- *Lars and the Real Girl*
- *Matchstick Men*
- *Nightcrawler*
- *Frankie and Alice*
- *Shutter Island*
- *Girl, Interrupted*
- *The Soloist*
- *American Beauty*

Contact the instructor if there is another film that you would like to select.

Each group will complete a **case conceptualization**. A case conceptualization (sometimes called a **case formulation**) is the clinician's collective understanding of the client's problems as viewed through a particular theoretical orientation; as defined by the biological, psychological, and social contexts of the client; and as supported by a body of research and practice that links a set of co-occurring symptoms to a diagnosis and, ultimately, a treatment plan. A strong case conceptualization is guided by the utilization of a theoretical orientation that provides a framework for the clinician from which to condense and synthesize multiple pieces of information into a coherent and well-developed narrative. This narrative aims to identify not only the precipitating cause(s) of the client's problems, but also the forces at work, both internal and external to the client, that serve to maintain the problems.

An effective case conceptualization will incorporate the DO-A-CLIENT-MAP model as introduced in the Selecting Effective Treatment (Reichenberg & Seligman 2016). You must use at least 5 references for the paper other than the Reichenberg and Seligman readings. This should be at least 8 pages in length. Please use 1 inch margins and 12 pt. font. You may double space these pages.

Each group will give up to a 30-minute **class presentation**. All presentations will be on 12/4 and 12/11.
Introduction
The group will have up to 5 minutes to review their case conceptualization.
- This should include mental health symptoms that have been observed
- Client vulnerabilities and strengths
- Potential/ most likely diagnosis
- 3 Treatment goals
- Treatment methods that can be applied

Vignette
The group will select a vignette from the film that provides an example of some aspect of the case conceptualization (no more than 2 minutes).
- The group should describe how this scene is relevant and what conclusions they made.

Clinical Dialogue/Role-play
The group will then present a clinical dialogue/role-play between clinician and client.
- Duration of the role-play will be 20 minutes long (minimum).
- The group will demonstrate at least 1 aspect of their case conceptualization i.e. demonstrate the knowledge from the readings and lectures and apply it to the chosen movie character.

Conclusion
- The group will conclude their presentation with an overview of the conceptualization, specific recommendations and prognosis.

Tips for Great Presentations:
- The best presentations are engaging. Engaging means that you draw in the audience, encourage conversation and questions.
- The best presentations are not read from a notecard or piece of paper. Know your part, speak your part. If you read directly from a paper, you may "sound" together but people will stop listening.
- The best presentations are those with presenters that are dressed the part- looking professional provides a sense of command of the room- do that (no shorts, sweatpants, workout gear, etc...).
• The best presentations have slides that not only include content but are visually appealing. Less content is better—highlight the key points not every point.
• The best presentations have an equal share of the responsibility—contributing equally to the presentation.

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
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<tbody>
<tr>
<td>Reading Reflections</td>
<td>C1; C2; C4</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Weekly Written “In Treatment” Progress and Psychotherapy Note</td>
<td>C1; C4, C7; C8</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Clinical Essay on Psychotherapy Relationship that Work</td>
<td>C3; C4; C7</td>
<td>Knowledge/Skills/Cognitive And Affective Processes</td>
</tr>
<tr>
<td>Case Conceptualization and Clinical Treatment Planning</td>
<td>C1; C2; C6; C7; C8; C9</td>
<td>Values/Cognitive and Affective Processes/Skills</td>
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<thead>
<tr>
<th>Course Activities</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
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</thead>
<tbody>
<tr>
<td>Selecting evidence based treatments, Clarification, and Clinical Vignettes (video and written)</td>
<td>C2; C6; C7; C9</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Psychosocial rehabilitation and case management</td>
<td>C1; C2; C3; C6; C7; C9</td>
<td>Knowledge/skills/Cognitive and Affective Processes/Values</td>
</tr>
</tbody>
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X. COURSE OUTLINE

*All reading assignments can be found in Canvas in the Weekly Assignments section. Reading assignments should be completed prior to that week’s class.

Class #1 – 8/28/19

• Overview of the course and introduction to Treatment of Mental Disorders

Class #2 – 9/4/19

• Introduction to historical and current treatment orientations
• Reading Reflection #1
<table>
<thead>
<tr>
<th>Class #3 – 9/11/19</th>
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<tbody>
<tr>
<td>• Client engagement, initiating assessment, and therapeutic alliance</td>
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<tr>
<td>• <strong>Reading reflection presentation #1</strong></td>
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<tr>
<th>Class #4 – 9/18/19</th>
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<tr>
<td>• Art and science of clinical intervention</td>
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<td>• Documentation</td>
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<tr>
<td>• <strong>Reading reflection Presentation #2</strong></td>
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<tr>
<th>Class #5 – 9/25/19</th>
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<tbody>
<tr>
<td>• Simulated Therapy Session and Reflection #1</td>
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<tr>
<th>Class #6 – 10/2/19</th>
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<tbody>
<tr>
<td>• “In Treatment” session #1</td>
</tr>
<tr>
<td>• <strong>Reading reflection Presentation #4</strong></td>
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<tr>
<td>• Psychotherapy Note #2 DUE</td>
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<th>Class #7 – 10/9/19</th>
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<tr>
<td>• “In Treatment” session #2</td>
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<tr>
<td>• Reading reflection Presentation #5</td>
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<td>• Psychotherapy Note #3 DUE</td>
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<tr>
<th>Class #8 – 10/16/19</th>
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<tr>
<td>• “In Treatment” session #3</td>
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<td>• Reading reflection Presentation #6</td>
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<td>• Psychotherapy Note #4 DUE</td>
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<tr>
<th>Class #9 – 10/23/19</th>
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<tbody>
<tr>
<td>• “In Treatment” session #4</td>
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<tr>
<td>• Reading reflection Presentation #7</td>
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<tr>
<td>• Psychotherapy Note #5 DUE</td>
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<tr>
<th>Class #10 – 10/30/19</th>
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</thead>
<tbody>
<tr>
<td>• “In Treatment” session #5</td>
</tr>
<tr>
<td>• Reading reflection Presentation #8</td>
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<tr>
<td>• Psychotherapy Note #6 DUE</td>
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<table>
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<tr>
<th>Class #11 – 11/6/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “In Treatment” session #6</td>
</tr>
<tr>
<td>• Reading reflection Presentation #9</td>
</tr>
<tr>
<td>• Psychotherapy Note #7 DUE</td>
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<table>
<thead>
<tr>
<th>Class #12 – 11/13/19</th>
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</table>
- “In Treatment” episode 7
- Reading reflection Presentation #11

**Class #13 – 11/20/19**

- Simulated Therapy Session and Reflection #2
- Weekly progress note packet DUE

**Class #14 – 12/4/19**

- Class presentations

**Class #15 – 12/11/19**

- Class presentations
- Case Conceptualization and Clinical Treatment Planning