

# IEMT Treatment Plans

## For clients facing complex mental health, emotional and psychological challenges

A treatment plan is a set of written instructions and records pertaining to the treatment and management of a mental health condition and/or crisis. A treatment plan should include the client's key personal information, the diagnosis and/or presenting problem, an outline of the treatment under consideration, expected and intended outcomes, and the measurement of these outcomes during, and at the conclusion of, treatment.

A treatment plan should include:

- A definition, qualification and quantification of the presenting problem
- A description of the treatment proposed by the coach/therapist
- A timeline for treatment, including frequency and duration of sessions
- Identification of the major treatment goals in the SMART format

Whilst for many clients a treatment plan is not necessary there are many scenarios and presenting problems for which a treatment plan will offer an opportunity for the client to collaborate in their treatment and to provide a structured framework for treatment. Many clients with complex issues and who may be new to therapy/treatment may find this reassuring, professional and motivating.

Where the appropriate permissions exist the treatment plans may be shared with mental health professionals and community support teams in order to increase multi-disciplinary communication, cooperation and collaboration.

IEMT Practitioners should consider a treatment plan in the following scenarios:

- Clients experiencing serious mental illness or distress
- Clients experiencing multiple issues affecting them emotionally, physically, socially and psychologically
- Clients with serious physical health issues
- Clients engaged in the criminal justice system
- Clients engaged with multiple care/support/treatment agencies
- Clients referred by employers
- Working with teenagers and/or their families
- The vulnerable elderly
- Clients with developmental disabilities and/or intellectual challenges
- Clients experiencing sexual orientation or gender identity issues
- Clients who are being bullied and/or abused and/or exploited
- Clients with little socio-economic resource, minimal opportunities, and poor prospects

Each treatment plan is unique to each individual though many similarities and recurring themes will undoubtedly arise over time.

# Contents of a Treatment Plan

All treatment plans are specific to each client. They are the collaborative result of the discussions and agreements that exist between the coach/therapist and the client.

Differences in the care plans between different clients are most likely to manifest in any or all of the following components:

- Demographics and personal history
- Assessment/diagnosis – whilst many people may share the same diagnosis, the experience of the client will be unique as will the context in which the presenting problem/illness/distress occurs
- The presenting problem – i.e. the problems or symptoms that initially brought the client to treatment
- Existant resources – the pre-existing resources that the client brings to treatment. These will be either intrinsic (i.e. clients own strengths and characteristics) and extrinsic (i.e. family support, financial aid, social support)
- Treatment contract – the agreement between the therapist and client that summarises the intentions of treatment
- Responsibilities – a section on who is responsible for which components of treatment, including the coach/therapist and other agencies across the multi-disciplinary and community support agencies
- Treatment outcomes – what are the intended and expected outcomes of treatment
- Specific interventions – the techniques, exercises and interventions deployed by the coach/therapist
- Session frequency, duration and number
- Progress/outcomes – the ability, rate, range and degree of therapeutic progress will vary enormously between clients

## Behavioural Observations

**Note behavioral observations of client's presentation of self.** The coach/practitioner should assess the client's overall mental state which involves observing their physical appearance and interactions with others.

The coach/practitioner should also assess the client's overall mood (i.e. *sad, angry, indifferent*) and overall affect (*range, scope and articulation of emotional expression*). These observations assist the coach/practitioner in making an effective diagnosis and developing an appropriate treatment plan.

Examples of observations that constitute the mental status exam include:

- Orientation to time, date and place
- Self-grooming and hygiene (also observe finger nails, breath, odour, freshness of clothing etc)
- Eye contact - avoidant, little, none, or normal
- Mood - angry, withdrawn, irritable, tearful, anxious, depressed, etc
- Affect - appropriate/inappropriate, labile, stoical, blunted, flat
- Thought content disturbances - i.e. delusions, hallucinations, obsessions, intrusions, suicidal thoughts
- Behavioral disturbances (such as aggression, impulse control, demanding)

- Motor activity - agitation, calm, restless, rigid
- Speech (volume, speed)
- Interactional style - i.e. nervous giggling, bombastic, cooperative, erratic
- Intellectual functioning (impaired, unimpaired)
- Memory - short term, long term
- Perceptual disturbances - i.e. hallucinations, agency of communication and meaning
- Attention span - ability to focus and concentrate

## SMART Goals

All outcomes, aims and treatment goals should be measurable using the SMART criteria:

- **Specific** – target a specific area for improvement. (*what*)
- **Measurable** – quantify or at least suggest an indicator of progress. (*how much*)
- **Assignable** – specify who will do it. (*who*)
- **Realistic** – state what results can realistically be achieved, given available resources. (*why*)
- **Time-related** – specify when the result(s) can be achieved. (*when*)

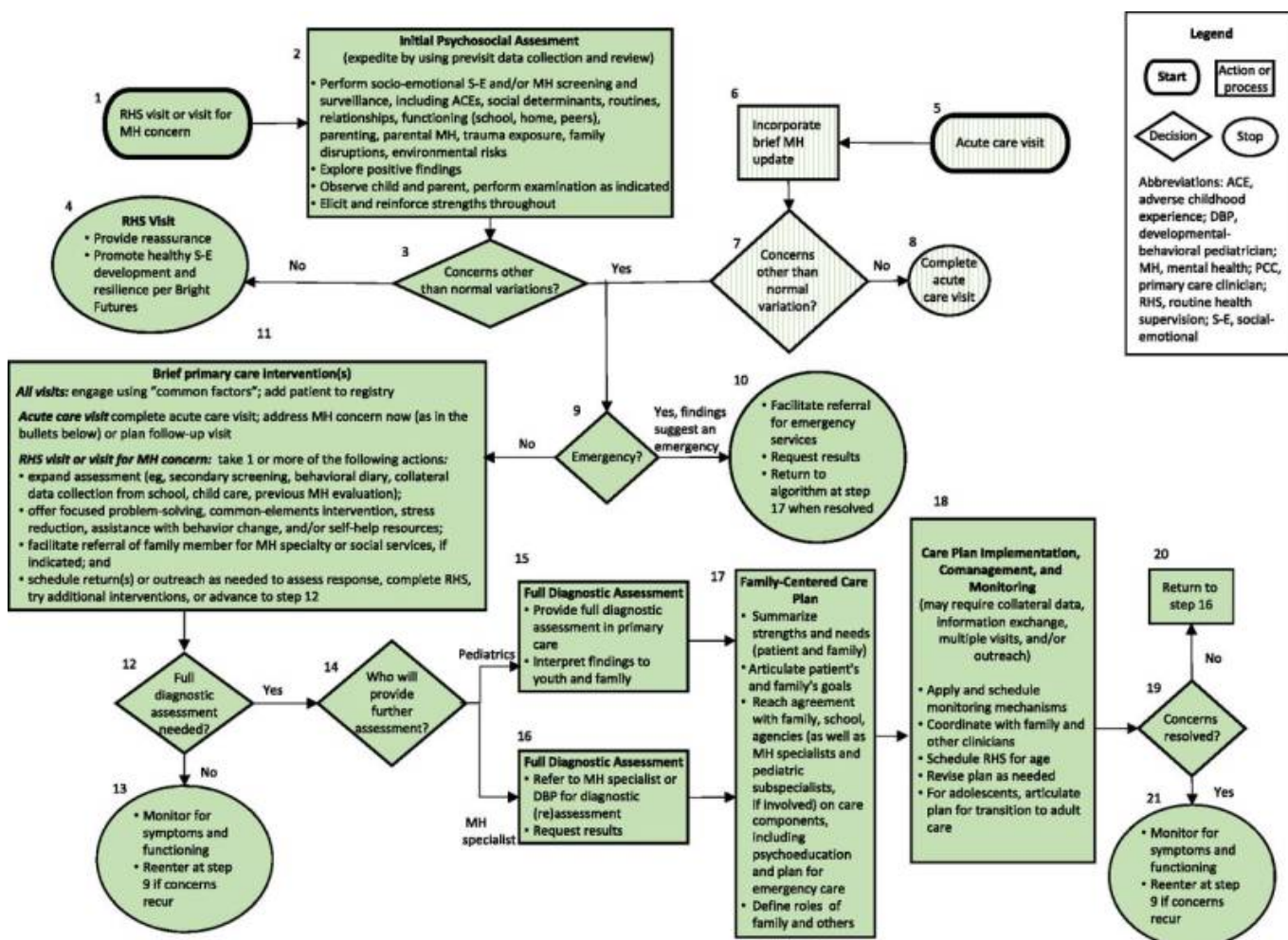
The term S.M.A.R.T. Goals and S.M.A.R.T. Objectives are often used. Although the acronym SMART generally stays the same, *objectives* and *goals* can differ. Goals are the distinct purpose that is to be anticipated from the assignment or project, while objectives, on the other hand, are the determined steps that will direct full completion of the project goals. (**SAMHSA Native Connections**. “*Setting Goals and Developing Specific, Measurable, Achievable, Relevant, and Time-bound Objectives*” (PDF). *Substance Abuse and Mental Health Services Administration*.”)

Two additional criteria create the SMARTER system:

- **Evaluate** - The sixth step in goal setting using the S.M.A.R.T.E.R. method is to ensure that all progress towards each goal is evaluated.
- **Readjust** - The seventh step is to adjust treatment according to the evaluation.

## SAMPLEs - not for inclusion

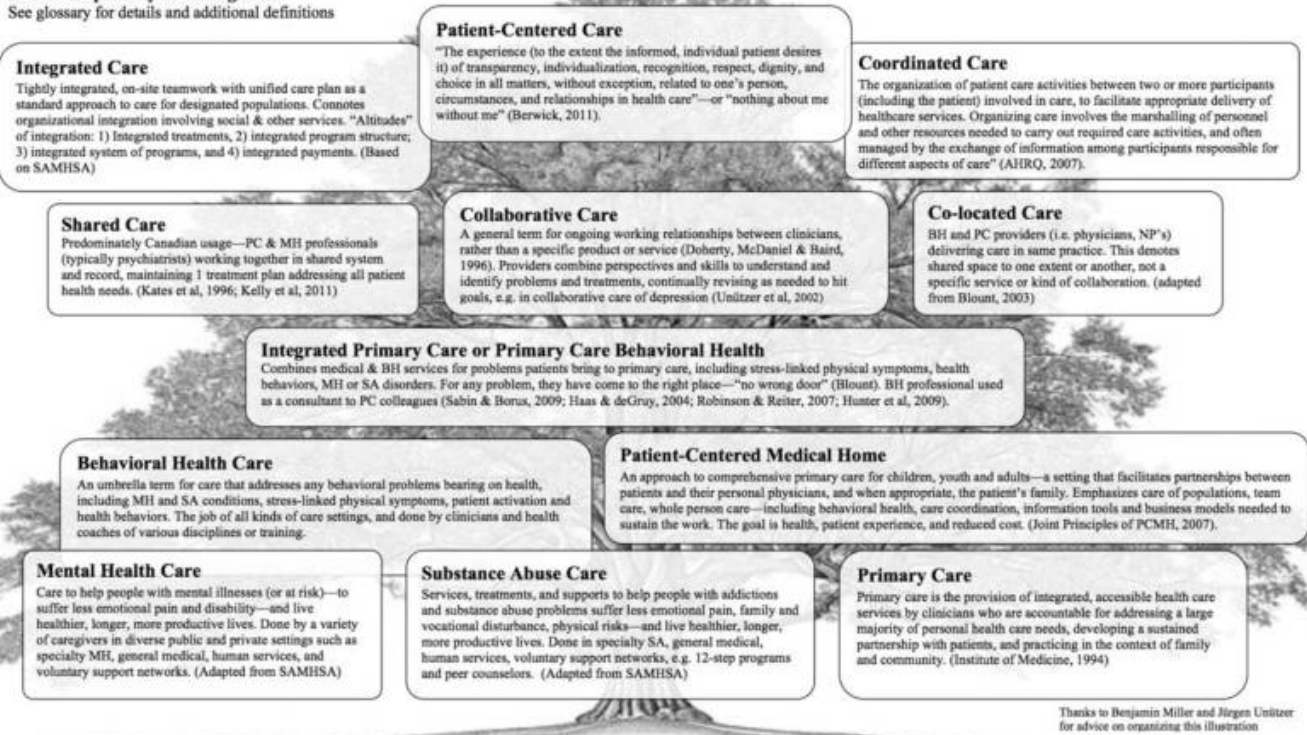
Schizophrenia				
Signs & Symptoms	Causes	Rule Outs	Labs/Tests/Exams	Interventions
<ul style="list-style-type: none"> <li>At least for 1 month, 2 or more from the following:               <ul style="list-style-type: none"> <li>Delusions</li> <li>Hallucinations</li> <li>Disorganized speech</li> <li>Disorganized behavior</li> <li>Negative symptoms (alogia, affective flattening, avolition)</li> </ul> </li> <li>Functional disturbances at school, work, self care, personal relations</li> <li>Disturbance continues for 6 mo</li> </ul>	<ul style="list-style-type: none"> <li>Dopamine hypothesis (excess)</li> <li>Brain abnormalities (3<sup>rd</sup> ventricle sometimes larger)</li> <li>Frontal lobe – decreased glucose use/smaller frontal lobe</li> <li>Genetic – familial; monozygotic twin (47% risk vs 12% dizygotic)</li> <li>Virus</li> <li>No specific cause</li> </ul>	<ul style="list-style-type: none"> <li>Schizophreniform disorder</li> <li>Schizoaffective</li> <li>Mood disorder with psychotic symptoms</li> <li>Medical disorder/substance abuse with psychotic episode</li> <li>Delusional disorder</li> <li>Note: With schizophrenia, the condition persists for at least 6 mo and is chronic and deteriorating</li> </ul>	<ul style="list-style-type: none"> <li>Psychiatric evaluation and mental status exam</li> <li>No test can diagnose schizophrenia</li> <li>Positive and Negative Syndrome Scale (PANSS)</li> <li>Abnormal Involuntary Movement Scale (AIMS)</li> <li>Need to rule out other possible medical/substance use disorders: LFTs, toxicology screens, CBC, TFT, CT scan, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Antipsychotic – usually atypicals for new onset: risperidone, olanzapine, aripiprazole, etc.</li> <li>Acute psychotic episode may need high potency (haloperidol)</li> <li>Hospitalization until positive symptoms under control</li> <li>Patient/family education</li> <li>NAMI for patient/family education, as patient advocate</li> </ul>





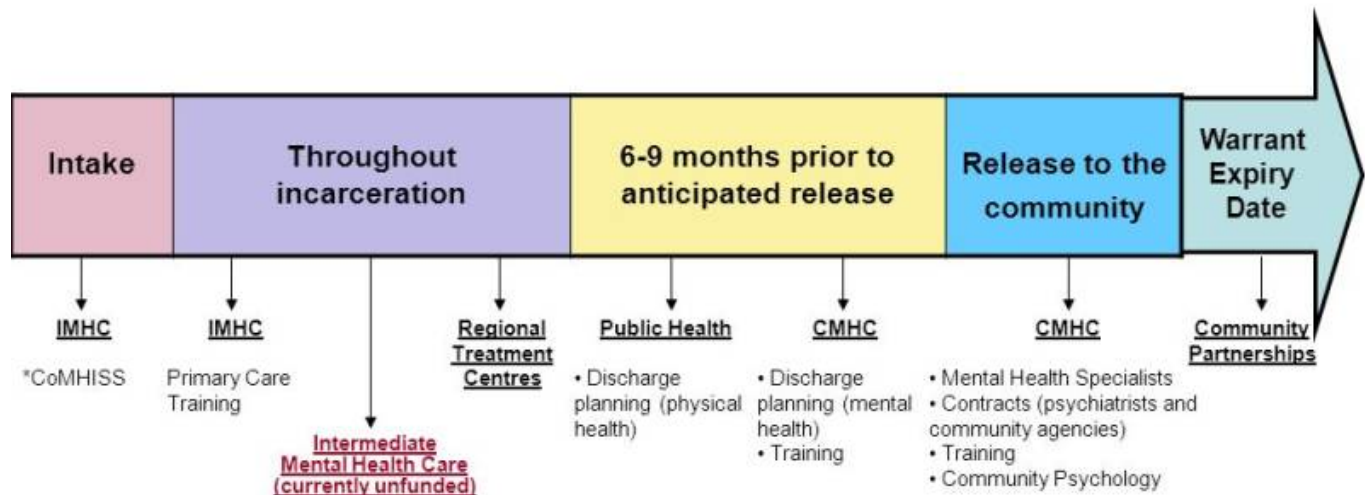


**Illustration: A family tree of related terms used in behavioral health and primary care integration**  
See glossary for details and additional definitions

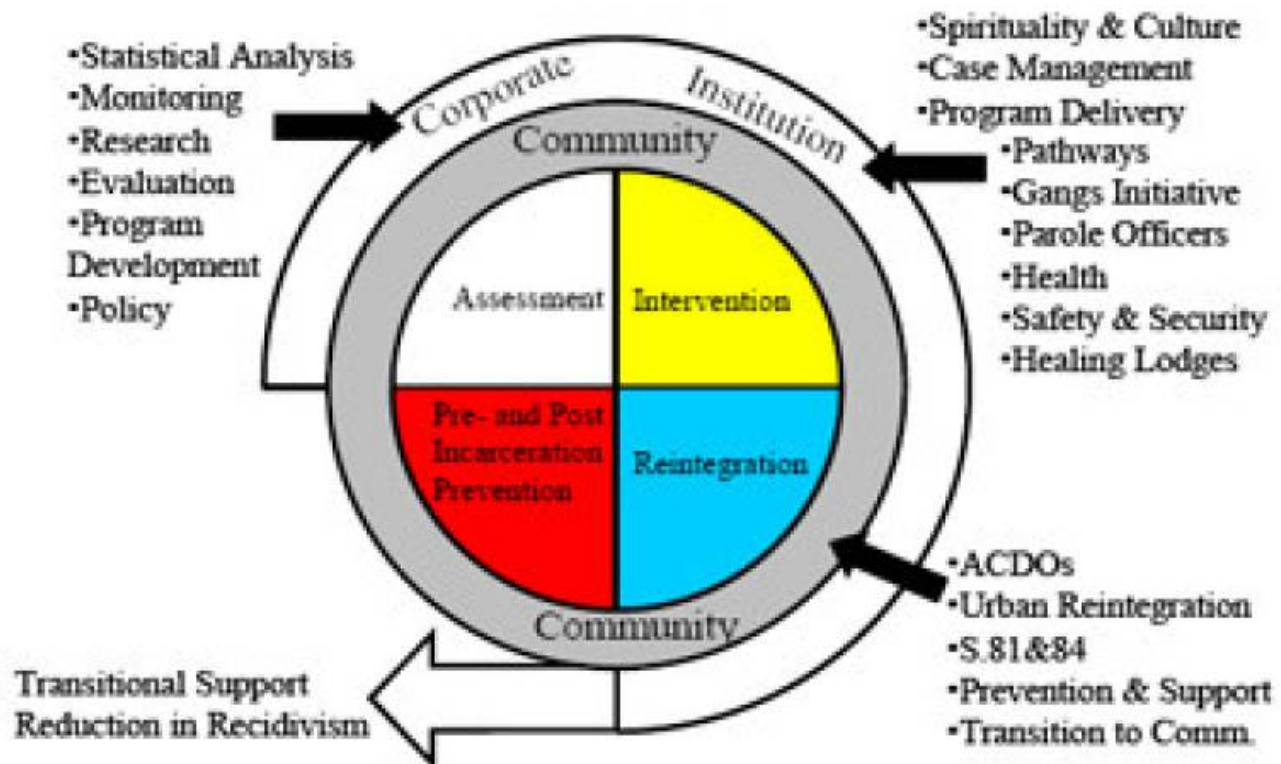


# Continuum of Care:

Mental Health Initiatives, Public Health and Regional Treatment Centres

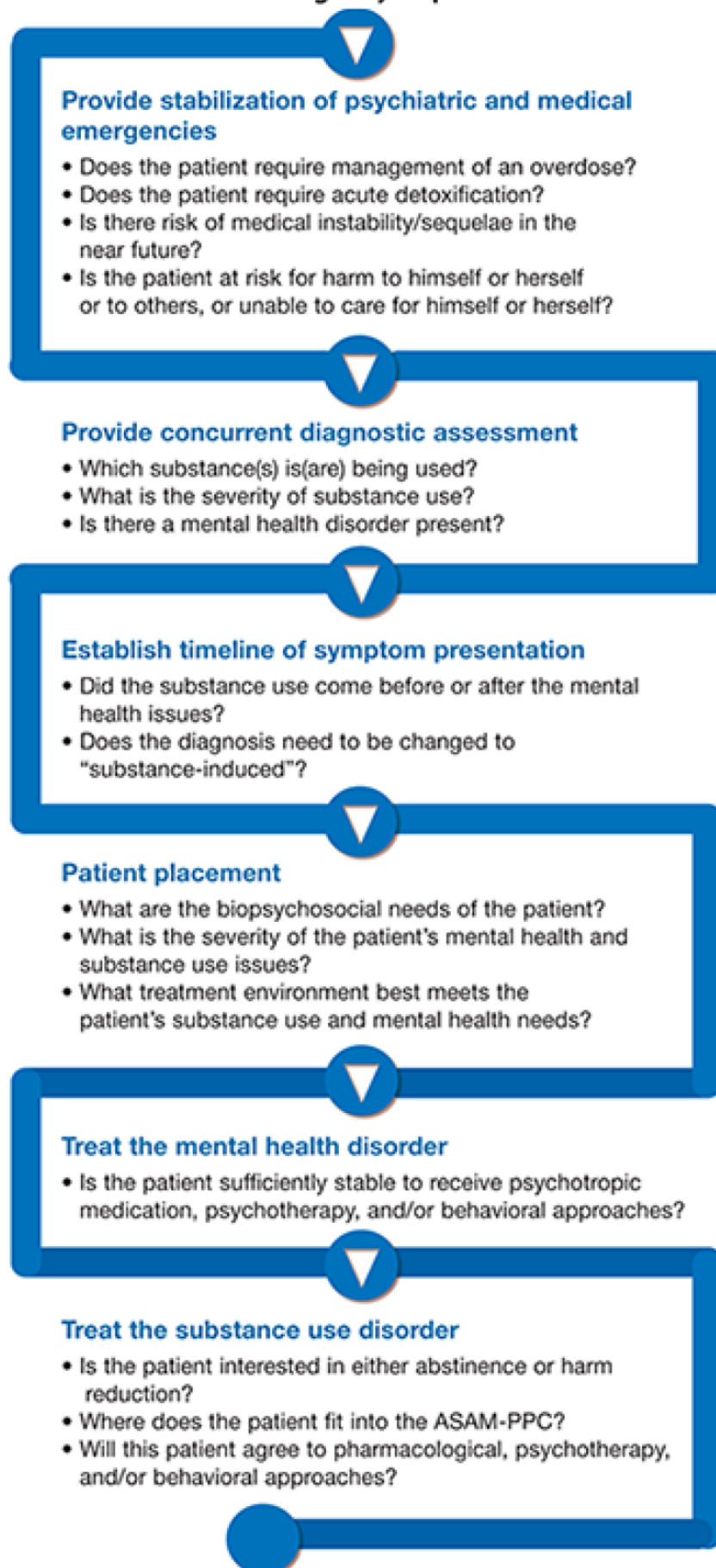


# Corrections Continuum of Care





## Figure. Suggested Approach to Diagnosis and Management of SUDs and Co-Occurring Disorders in the Emergency Department

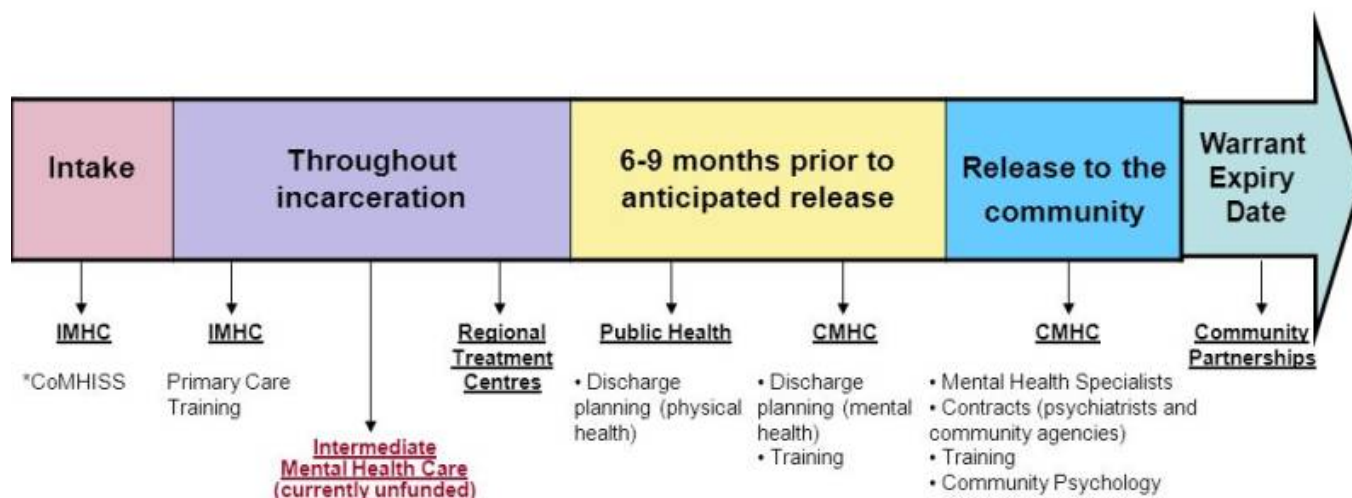


ASAM-PPC, American Society of Addiction Medicine Patient Placement Criteria.



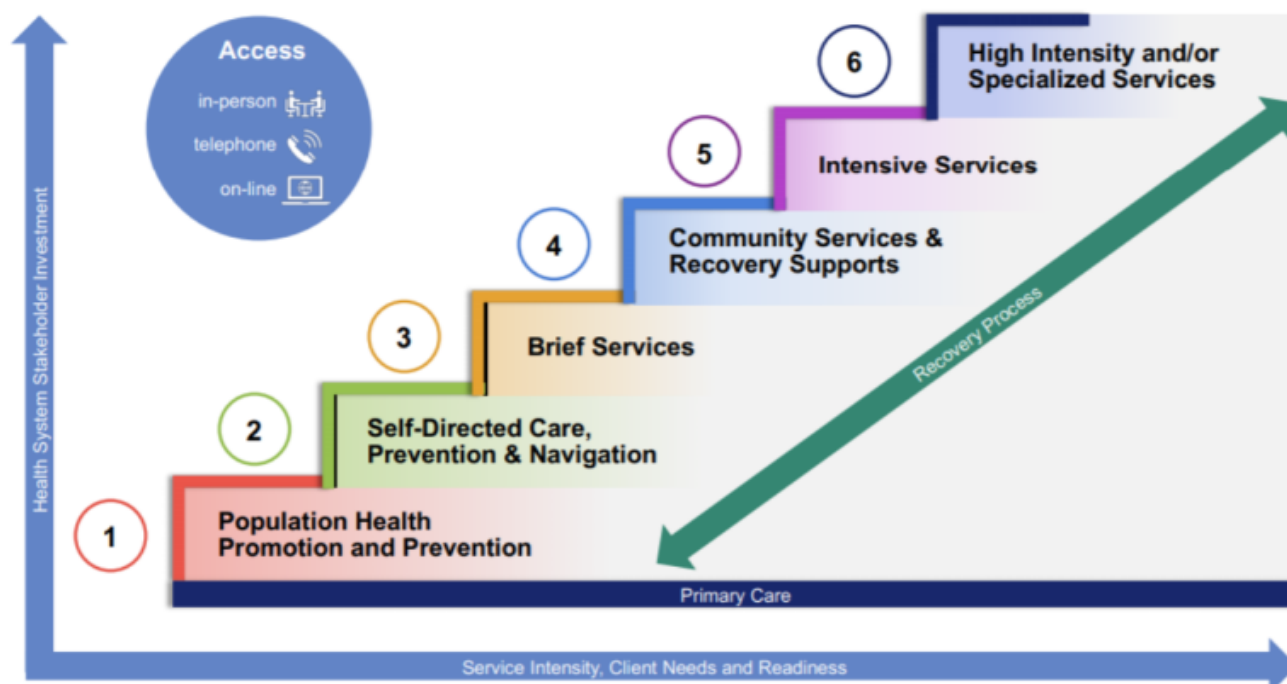
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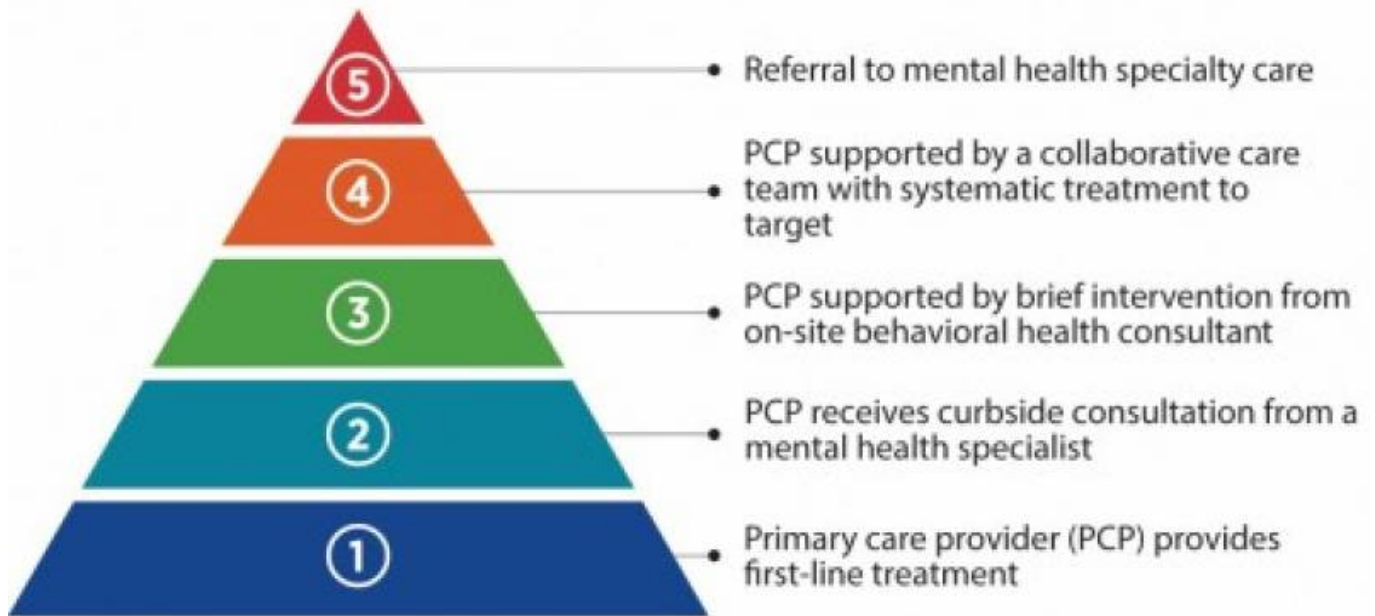
Mental Health Initiatives, Public Health and Regional Treatment Centres



CoMHSS: Computerized Mental Health Intake Screening System 9  
 IMHC: Institutional Mental Health Care  
 CMHC: Community Mental Health Care

## Stepped Care Model





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