

Lewis and Clark College
Graduate School of Education
Department of Counseling Psychology

MHC 549: Clinical Reasoning: Theory and Research to Practice
Amy Rees, Ph.D
arees@lclark.edu
503-768-6074

Readings:

Required:

Ingram, B. L. (2011). *Clinical Case Formulations: Matching the Integrative Treatment Plan to the Client* (2nd ed.). Wiley.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders* (4th ed. text revision). Washington, DC: Author. **Or DSM IV**

Articles/Chapters posted on Moodle as assigned. (See weekly schedule)

Catalog Description:

This course assists students in developing critical thinking, case conceptualization, and treatment planning skills. As a co-requisite to Practicum II, students develop their abilities to gather data, conceptualize from their emerging theoretical perspectives, and plan treatment. Uses an ecological, social justice framework to view the client in context, apply evidence based practice with cultural sensitivity, and plan interventions across multiple systems (individual, family, and community).

Goals: Students will:

1. Demonstrate an understanding of culturally sensitive case conceptualization (CACREP 7f,7h,2c)
2. Conceptualize cases and formulate treatment plans. (CACREP 5b,5c)
3. Identify their emerging theoretical orientation and learn to apply it in treatment planning. (CACREP 5b,5c)
4. Demonstrate in verbal and written form the ability to explain and defend their treatment plan using sound theoretical arguments and knowledge of empirical research.

(CACREP 8e)

5. Demonstrate understanding of ethical considerations and ability to make sound ethical decisions when working with adults, children, adolescents and families. (CACREP 3e, 7i, 5g)
6. Apply knowledge of diagnosis and psychopathology appropriately with clients using cultural sensitivity, understanding of normal development, and ecological evaluation. (CACREP 3c)
7. Demonstrate ability to conceptualize from a systems/ecological perspective and create treatment plans/interventions (including consultation) across settings including family, school, community, and other systems relevant to the client.

Course Requirements:

READINGS: Complete assigned readings ON TIME and be prepared to ask questions, discuss material, and APPLY the material during in-class assigned work.

Treatment Plans: Students will be required to turn in complete case conceptualizations and treatment plans for two to three (2-3) clients seen in Practicum. Case conceptualization/treatment plan will consist of a 1-2 page intake summary (single space), conceptualization (one paragraph-ish), and treatment plan with 3 long term goals, and objectives for each goal. Text provides detailed outline, also see documents on Moodle page. Include bibliography of literature reviewed to develop treatment plan, minimum 3 books or peer reviewed articles. These must be from published books or peer reviewed journals. If you choose to use a website, you must also use the form and instructions listed on Moodle to evaluate the website.

Treatment plan one (1) will be revised and resubmitted after feedback. Treatment plan two (2) will be revised and resubmitted after feedback *IF NEEDED*. A third treatment plan will be assigned if competence is not demonstrated with completion of two plans. Failure to demonstrate skills on the third treatment plan will result in course failure. Competence is defined as a minimum of 120 pts on the final treatment plan (80%). See Ingram (2010) Appendix 1 page 314 for detailed evaluation list.

Theoretical Orientation: Write a one to two paragraph summary of your theoretical orientation (one page max, prefer one small paragraph). Think about how you will describe yourself in an internship or job interview.

Grading:

| | <u>Points</u> |
|---------------------------------|---|
| Treatment Plans | 300 (2 @ 150 pts each: Each plan: 25 pts summary, 25 points conceptualization, 25 pts problem/goal statements 25 pts treatment plan, 25 points conceptualization/treatment plan link, 25 points bibliography) |
| Theoretical Orientation Summary | 50 |
| Total | 350 |

Attendance: No more than one absence is acceptable. More than one absence may lead to a failure to complete requirements for credit.

LATE ASSIGNMENT POLICY: Late assignments will lose 5% per week they are late. This applies to all of the above expectations.

A = 90-100%

B = 80-89%

Students are expected to complete work at an acceptable level of performance to demonstrate competence to perform the tasks required in a treatment setting.

Below 80% is considered an unacceptable grade and students will be required to do additional work to demonstrate competence. The extent and nature of this work will be determined based on the quality of the work completed and may include re-completing assignments, additional testing, paper(s), or re-completing the course in another semester.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another

way. If you must be absent or late, please email the instructor at least several hours prior to class.

Students with Disabilities

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Schedule and Readings are posted in Moodle, please check weekly. Be prepared each week with the following:

Class 2: April 13: Written case summary, list of 5-10 problems

Class 3 April 20: Case Formulation/Treatment Plan 1 Due

Class 4: April 27: Written case summary, problem list for Treatment Plan 2, Treatment Plan 1 returned to you for revision

Class 5: TBD: Revision of Treatment plan 1 due, Treatment Plan 2 Due. In class work, theoretical orientation summary due.

Plan 2 returned to you on May 4, you will receive an email letting you know if a revision is needed, and the due date.

4) Third plan TBD on individual student basis