

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 549
Treatment Planning
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 5a. theories and models of counseling
- 5h. developmentally relevant counseling treatment or intervention plans
- 5i. development of measurable outcomes for clients
- 5n. processes for aiding students in developing a personal model of counseling
- 8d. development of outcome measures for counseling programs

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C1b. theories and models related to clinical mental health counseling
- C1c. principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning
- C2l. legal and ethical considerations specific to clinical mental health counseling
- C3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- c.2d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 5 of 6							
Able to gather client data, conceptualize and develop a treatment plan	Practicum	Gathers data, creates conceptualization, and plans treatment to match conceptualization with clear objectives to meet goals Score 3 on all	Gathers data, creates conceptualization, and plans treatment to match conceptualization (on) Score 2 on both	Insufficient at one or more of: gathering data, creating conceptualization, or writing treatment plans to match conceptualization:		MHC: 549 Final tx plan OR MHC A580 Client tx plan AND Practicum evaluation Items 31,34	Assessment Chair Review/Referral to BRC or ARC

Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
Goal 3 of 6							
Demonstrates understanding of philosophy of mental health counseling	Practicum		Writes theoretical orientation summary		Fails to complete assignment	MHC 549/MHCA 580 Theoretical orientation summary	Assessment Chair Review/Referral to BRC or ARC

Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
Goal 5 of 7							
Develops and Utilizes measureable outcomes with clients supported by research literature	Practicum Year	Develops measureable outcomes/goals, supported by the literature and within the therapists theoretical orientation	Develops measureable outcomes/goals supported by literature.	Outcomes/goals are not measureable and/or are not supported by literature	Unable to develop a tx plan	MHC549 or MHCA582 Treatment Plan 2	Assessment Chair Review/Referral to BRC or ARC

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

MHC 549-11 and MHC 549-12: Treatment Planning

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Class Format: Class will be in-person in York Graduate Center, Room 115. *In the event that classes return to a virtual format, I will send out instructions for Zoom Access.*

Readings:

Ingram, B. L. (2012). *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* (Fifth Edition). Washington, DC: Author.

Catalog Description: This course assists students in developing critical thinking, case conceptualization, and treatment planning skills. As a co-requisite to Practicum I, 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).

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.

Confidentiality: *All Treatment Plan work should only be stored on the clinic hard drive or your Ironkey.* When printing, you should do so in a secure location, never send a document to a computer lab printer when you are not immediately present to pick it up. No treatment plans should have identifying information on them. Use initials or pseudonyms for client names, and be general when describing details that could identify someone. *Example:* Client works at a coffee shop (not Starbucks), client moved from the Midwest (not the name of a state or city), client attended a large public university in the west (not Portland State). When uploading treatment plans to Taskstream, follow the password protection instructions you are given in class. Finally, **NEVER** leave treatment plans or your computer/Ironkey in your car, even to run in to grab a coffee. It takes less than 30 seconds to smash a window and grab a bag.

Treatment Plans: Students will be required to turn in complete case conceptualizations and treatment plans for 2 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, and bibliography of literature (see below).

Include bibliography of literature reviewed to develop treatment plan, minimum 3 books, peer reviewed articles, or websites. Please complete in APA format.

Please note that a third Treatment Plan will be assigned ***IF NEEDED*** to obtain a B or better in the class. Failure to demonstrate skills on this third treatment plan will result in course failure. Competence is defined as a minimum of 120 pts per treatment plan (80% of the available points).

Peer Consultation: Students will work in groups of 2-3 to provide peer reviews of treatment plans. We will not have a specific peer review form, but will instead provide feedback and/or comments directly on the work provided by peers. *Example:* Typing comments directly on a Word Document and then submitting that document to me via email for grading/review. A total of 2 peer reviews will be turned in for credit (1 for each treatment plan).

Theoretical Orientation Interview: During our last class of the semester, you will be asked to complete a 5–10-minute informal presentation about how your theoretical orientation informs your work as a clinician. This can include the following: what have you learned about yourself from working with clients over the semester; what interventions have you tried; moments you thought you were successful during the semester; goals that you have moving forward; how your theoretical orientation informs paperwork/documentation requirements; what you would do if a client does not consent to interventions within your orientation. This will be a verbal presentation and WILL NOT REQUIRE standing, writing, slides, notes, or attire requirements.

Attendance: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

*****Make-up for missing more than 1.5 hours of MHC 549 will require writing a third full treatment plan to be completed after writing plan 2 *****

COVID attendance addendum: Please do not come to class if you have any symptoms of illness or if you have been exposed to Covid from an extended and/or close contact (use your judgement – contact the Lewis & Clark Covid line if you need assistance in deciding). You will be working in small groups of 2-3, so please find a peer to Zoom you in to class if you need to quarantine but are well enough to attend.

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

Grading: Final course grade is made up of total points earned, with a minimum requirement of 80% or above on the final treatment plan. Total points are calculated to determine final grade. However, the final treatment plan must demonstrate competence for a passing grade in the course.

Points: Total 375

Total Treatment Plan (1st and 2nd): 300 (150 each)

Each plan: 25 pts summary, 25 pts conceptualization, 25 pts problem/goal statements 25 pts treatment plan, 25 pts conceptualization/treatment plan link, 25 pts bibliography

Theoretical Orientation Interview: 25

Peer Consultations: 50 total (25 each)

95-100% = A	84-86% = B	74-76% = C
90-94% = A-	80-83% = B-	70-73% = C-
87-89% = B+	77-79% = C+	≤ 69% = F

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 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: *If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

Schedule and Readings: Each reading listed below relates to the topic that we will be covering in class for that week. The text for this class is intended to be supplemental to learning rather than necessary for learning. Please use listed readings as a guide if you are struggling with content presented in class, if you are needing/wanting more concrete examples, and if you would like to see another perspective that might be easier to understand! For this reason, readings will not be DUE at any point of this class.

Schedule and Topics:

Date/Topic	Reading:	Assignments Due
<p>Class 1:</p> <p>Gathering, organizing, and presenting client data, conducting intake interviews- Ecological and Biopsychosocial models, Diagnosis. (CACREP 7b, C1c, C2d, C3a)</p> <p>Defining problems and setting treatment goals (Cacrep 5h, C1c)</p> <p>May 16th, 2022</p>	<p>Chapters: Preface, 1, & 2</p>	<p>None</p>
<p>Class 2:</p> <p>Case conceptualization, treatment objectives, and choosing treatment interventions.</p> <p>Writing treatment plans, creating SMART goals without losing sight of your conceptualization (Cacrep C1c)</p> <p>June 6th, 2022</p>	<p>Chapters: 3, 4, & 5</p>	<p>None</p>
<p>Class 3:</p>		

<p>Ethical use of evidence based practice, finding resources, evaluating outcome (Cacrep 5i, 8d, C21)</p> <p>Treatment Planning Workshop (Bring a laptop to class or a hard copy of your work)</p> <p>June 27th, 2022</p>	<p>Chapters: 6 & 7</p>	<p>None</p>
<p>No Class/Independent Work:</p> <p>Meet with your peer group or share documents with each other virtually to complete first peer review</p>		<p>Peer Review 1 (Turn in via email)</p> <p>DUE by 11:59 pm July 11th, 2022</p>
<p>Class 4:</p> <p>Discovering, defining, and refining your theoretical orientation (Cacrep 5a, 5n, C1b)</p> <p>Treatment Planning Workshop (Bring a laptop to class or a hard copy of your work)</p> <p>July 18th, 2022</p>	<p>Chapters: 8, 9, & 10</p>	<p>Treatment Plan 1 (Turn in via email)</p> <p>DUE by 11:59 pm July 18th, 2022</p>
<p>No Class/Independent Work:</p> <p>Meet with your peer group or share documents with each other virtually to complete first peer review</p>		<p>Peer Review 2 (Turn in via email)</p> <p>DUE by 11:59 pm August 8th, 2022</p>
<p>Class 5:</p> <p>Theoretical Orientation Interview</p> <p>Applying your Theoretical Orientation to your Clinical Work</p> <p>Documentation Expectations Moving Forward (Internship and Beyond)</p> <p>Q&A Time</p> <p>August 15th, 2022</p>	<p>Chapters: 11, 12, 13, & 14</p>	<p>Theoretical Orientation Interview (Be prepared to complete during this class!)</p> <p>Treatment Plan 2 (Turn in via email)</p> <p>DUE by 11:59 pm August 15th, 2022</p>

Important note: This course is paired with Practicum I because much of the work overlaps! **YOU MUST COMPLETE TREATMENT PLANS FOR ALL CLIENTS THAT YOU HAVE IN PRACTICUM I.** Please work with me and your clinic supervisor to ensure all required clinical documentation is completed consistent with agency and professional standards.