

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)

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

MHC 549: Treatment Planning
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Class Format: Class is in person. The Zoom information is included in case we need to pivot to Zoom.

Zoom Classes: I will have the Zoom sessions open 15 minutes prior to class start time, please come early to hang out with each other! Focus and participation in class is expected just as it would be if we were in person. Please do not engage in other activities during class time that are unrelated to the class activity. This is not a passive learning course, it's interactive and group oriented. When your classmates are speaking they will appreciate being able to see that you are listening. Attending to your non-verbal behaviors online (smiles, nods, eye contact) contributes to everyone feeling like a part of the community.

Online Class Expectations: From the program handbook

Norms for Synchronous class meetings:

- Log on to Zoom at least 5-10 minutes in advance in case of any technical or logistical issues and also to enable the assignment to breakout groups prior to the beginning of class.
- If you'd like to add your pronouns to your Zoom window, write them next to your name in your profile.
- Locate yourself in a place with little to no background noise and disruption.
- Turn your camera on unless you've spoken with your instructor about camera use.
- Make sure there is adequate lighting so that you can be seen.
- Use headphones/earbuds if needed to minimize background noise.
- Decide how you will take notes while keeping Zoom screen open.
- Remain on mute unless speaking or otherwise instructed.
- If you are having technical difficulties, or know you will be late, make sure to send a google chat/email to the professor BEFORE class begins.
- Be aware of issues involving confidentiality, especially for practicum and internship.
- Any pets that interrupt should be introduced; you are encouraged to call them your colleague.

Readings:

Required:

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.

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 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 TX 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). Finally, NEVER NEVER 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 1 or 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).

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 assigned *IF NEEDED to obtain a B or better*. Failure to demonstrate skills on the second treatment plan will result in course failure. Competence is defined as a minimum of 120 pts on the final treatment plan

(80%). The grading rubric will be available on Moodle.

Peer Consultation: Each student will provide peer consultation for two other students, to be uploaded to Google drive, into your folder and the consultee's folder. Peer consultation will consist of revising or offering alternative options for one problem statement, goal, and short term objectives for each of two peers (2 total). This may look a little different for each consultation depending on what the consultee needs. Use the form provided in Moodle.

Use of AI/ChatGPT: This course will use AI tools to assist with writing treatment plan goals and objectives. The specific parameters for using AI must be followed to meet ethical guidelines of the profession and to meet the requirements of the course. **Client information is NEVER to be entered into ChatGPT or other AI systems this would constitute a breach of confidentiality.** The only information that will be entered into AI is generic diagnostic information and case conceptualization. These parameters will be detailed in class.

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.

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 second full treatment plan to be completed after writing plan 1.

COVID attendance addendum: Please do not come to class in person 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 three-four, please find a buddy to Zoom you in to class in your group 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 (1st or 2nd treatment plan) must demonstrate competence for a passing grade in the course.

Points: Total 170

Treatment Plan Scoring 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)

Final Treatment Plan (1st or 2nd): 150

Theoretical Orientation Summary: 10

Peer Consultations: 10 (5 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 are subject to change and updated in Moodle, please check weekly. Be prepared each week!

Class Plan and Due Dates: Subject to change based on class needs

Date/Topic	Reading: complete before class	Assignments Due
Class 1 Sept 19: Introduction: Gathering, Organizing and Presenting Client data, Conducting Intake Interviews- Ecological and Biopsychosocial models, diagnosis. (CACREP 7b, C1c, C2d, C3a)	Chapters Preface (really, read the preface) 1	
Class 2 Oct 2: Defining problems and setting treatment goals (Cacrep 5h, C1c) Subjective versus Objective	Chapters 2,5 Chapters 3,4 (read in that order)	Due: Written case summary (intake), Due: list of 5-10 problem statement and goal statements
Class 3 Oct 30: Case conceptualization and choosing treatments, Writing treatment plans, creating measureable goals without losing sight of your conceptualization, (Cacrep C1c)	Chapters 8-14 Become familiar with all 30 core hypotheses, look for shaded boxes Lecture: Case conceptualization	Due: 3 Problem Statements/Goals for treatment plan Case conceptualization for each Goal – we will work on these to revise in class
Class 4 November 13 ethical use of AI to generate treatment goals/objectives, finding resources, evaluating outcome (Cacrep 5i, 8d, C2l)		DUE for class: Treatment plan Draft We will work on peer review in class
November 17 9am. No class but items due to Moodle		Treatment Plan due – turned in to Moodle Peer reviews due
Class 5 November 27 Discovering, defining, and refining your theoretical orientation (Cacrep 5a, 5n, C1b,)	Treatment plans returned to you with feedback	DUE: Theoretical Orientation Rough draft, will work on in class as well-
December 6: No class Treatment Plan revisions due in Moodle		