

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 549
Treatment Planning: Theory and Research to Practice
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
- 7b. methods of effectively preparing for and conducting initial assessment meetings

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
- C2d. 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)
- 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

Methods of Instruction for this Course:

Instruction Method	Mark All That Apply
Lecture	☒
Small Group Discussion	☒
Large Group Discussion	☒
Course Readings	☒
Group Presentation	
Individual Presentation	☒
DVD/Video Presentation	
Supervised Small Group Work	☒
Individual/Triadic Supervision	
Group Supervision	
Case Study	☒
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: Worksheet/ Role Play	☒

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

MHC 549-02: Treatment Planning

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Class Format

Class will be in-person in Rogers Hall, Rm 218. Each class will run from 1:00PM – 4:00 PM. Please see the below schedule for the dates of each of our 5 classes (*In the event that classes return to a virtual format, I will send out instructions for Zoom Access*).

Readings

Gehart, D. R. (2016). *Theory and treatment planning in counseling and psychotherapy* (2nd ed.). Cengage Learning.

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.

**The text used for this course is bolded. The other text listed is the material that other instructors often use when teaching this course. The Ingram text will be optional for this course. **

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 a complete case conceptualization and a treatment plan for 1 client seen in Practicum. Case conceptualization/treatment plan will consist of a 1-3 paragraph conceptualization (depending on the client), a treatment plan with 3 long term goals, 3 objectives for each goal, and a bibliography of literature to cite the sources of your interventions.

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

Peer Consultation Workshops: Students will work in groups of 3-4, at various times throughout this course, to provide peer reviews of treatment plans. The instructor will spend time with each group to answer questions and discuss Peer Review Forms (Peer Review Forms will be provided by the instructor at the start of each Workshop period and will consist of the following sections: What your peer did well, what your peer could improve upon, what questions you have for your peer, and if you recommend that your peer speak with the instructor and/or their clinic supervisor about the treatment plan in question). Each Workshop period will end with a large group discussion to review all questions/feedback points.

Treatment Plan Practice Worksheets: Students will complete and submit (via email or Google Drive) two treatment planning foundational skill worksheets. The first worksheet will ask students to practice writing SMART goals utilizing a Case Study that will be provided and reviewed in class. The second worksheet will ask the students to identify problems that they see with multiple treatment plan examples (provided by the instructor). Each worksheet will be 2 pages in length and will be able to be filled out with pen/paper or electronically.

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 specifications.

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.

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

Grading in this course will be solely determined by the timeliness of completed assignments and whether or not the student is able to communicate effectively and consistently when extensions are needed and/or problems arise. Half of a letter grade will be deducted from the total grade of the assignment for each week that an assignment is late if prior approval was not given by the instructor. All deadlines for assignments and assignments extensions will be provided, in writing, by the instructor.

Grading

Treatment planning is a clinical skill that is required for all stages of your career as a Professional Mental Health Counselor. For this reason, treatment plans will need to meet a minimum standard of acceptance in order to receive a passing grade. If a treatment plan you submit does not meet this standard, you will be required to re-write the treatment plan until that standard is met. The instructor will notify you, in writing, if you need to re-do any of your work and how long you will have to complete that work. Please keep in mind that these treatment plans will be written for actual clients that you are working with in the Community Counseling Center. If you are asked to re-write an assignment, it will be for the benefit of client care as well as your own professional development. The instructor will provide ample feedback on all assignments, can provide the rubric that is used to determine if the minimum standard was met on assignments if requested, and will be available for one-on-one meetings if you need assistance and/or support with these assignments.

Please note that you must ***obtain a B or higher*** in the class in order to pass. Failure to turn assignments in on time, re-write assignments when requested, or demonstrate necessary skills needed for treatment planning will result in a course failure.

Point Breakdown		
<u>300 Points Possible</u>		
Treatment Plan: 150 pts (30 pts conceptualization, 90 pts treatment plan, 15 pts bibliography, 15 pts formatting, language, and grammar)		
Worksheets: 100 total pts (50 pts each)		
Theoretical Orientation Interview: 20 pts		
Participation in Peer Consultation Workshops: 30 total pts (10 pts 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.

***Due to instructor accommodation needs:** All treatment plan feedback will be given to students in person or during a scheduled zoom call. Please let the instructor know ahead of time if you will need written feedback or feedback via a recorded video and/or audio clip. If any student requires this alternative feedback, please provide the instructor with ample notice. *

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! All required readings (i.e. specific sections of the required texts, case studies, worksheets, and examples) will be provided by the instructor directly.

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 (and beyond)!**

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Please work with me and your clinic supervisor to ensure all required clinical documentation is completed consistent with agency and professional standards.

Schedule and Topics

Date/Topic:	Recommended Reading:	Assignments Due:
Class 1: Gathering, organizing, and presenting client data, conducting intake interviews- Ecological and Biopsychosocial models, Diagnosis. (CACREP 7b, C1c, C2d, C3a) Defining problems and setting treatment goals (Cacrep 5h, C1c) January 9th, 2024	Ingram: Preface, 1, & 2 Gehart: Preface, Introduction	NO WORK DUE
Class 2: Writing treatment plans, creating SMART goals without losing sight of your conceptualization (Cacrep C1c) Case conceptualization, treatment objectives, and choosing treatment interventions. January 23rd, 2024	Ingram: 3, 4, & 5 Gehart: Section I	<u>Class Time will be given for the following:</u> Worksheet 1 (SMART Goals) NO WORK DUE
Class 3: Ethical use of evidence based practice, finding resources, evaluating outcome (Cacrep 5i, 8d, C2l) Treatment Planning Workshop (Bring a laptop to class or a hard copy of your work) February 6th, 2024	Ingram: 6 & 7 Gehart: Section II	<u>Class Time will be given for the following:</u> Worksheet 2 (Instructor led Role Play Panel) Workshop 1 (Starting my Treatment Plan) Worksheet 1 due by the start of class 2/6/2024

Class 4: Discovering, defining, and refining your theoretical orientation (Cacrep 5a, 5n, C1b,) Treatment Planning Workshop (Bring a laptop to class or a hard copy of your work) February 20th, 2024	Ingram: 8, 9, & 10 Gehart: Section II (continued)	<u>Class Time will be given for the following:</u> Workshop 3 (Finishing my Treatment Plan) Worksheet 2 due by the start of class 2/17/2024
Class 5: Theoretical Orientation Interview Applying your Theoretical Orientation to your Clinical Work Documentation Expectations Moving Forward (Internship and Beyond) March 5th, 2024	Ingram: 11, 12, 13, & 14 Gehart: Section III	<u>Class Time will be given for the following:</u> Informal Theoretical Orientation Presentation due during class Q&A Time! Class Review Forms (emailed by L&C; instructor will leave class 15 minutes early so reviews can be completed in class) Final Treatment Plan due by 11:59 PM 2/27/2024