

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

MHC 549: Clinical Reasoning: Theory and Research to Practice  
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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* (4<sup>th</sup> ed. text revision). Washington, DC: Author. **Or DSM V**

**Purchase required: Encrypted key drive as designated by clinic.**

**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. The final treatment plan is scored by points after the resubmission after revision. 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 assigned (plan 2 or 3) (80%).

**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 Plan 1	Pass/Fail: No points assigned
Treatment Plan 2 Or plan 3	150 pts: 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	Pass/Fail: No points assigned

**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: One or more assignments more than 2 days late will result in a reduced grade. This applies to all of the above expectations.**

A = Treatment plan one completed, Theoretical orientation completed, final treatment plan 135 points or above

B= Treatment plan one completed, theoretical orientation completed, final treatment plan, 121-134 points

OR

B= Final treatment plan 121 or above and one or more late assignments.

F= Final treatment plan 120 or below OR failure to complete treatment plan 1, treatment plan 1 revision as needed, or theoretical orientation summary.

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

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 assigned (plan 2 or 3) (80%).

## **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: From Moodle screenshot 10/4/14, check Moodle weekly for readings or schedule changes.**

**NOTE: Schedule/Readings subject to change.**

## **Summary of Assignments**

SEE SYLLABUS for full details, and all will be explained first class period

- Class 2: October 20: Written case summary, list of 5-10 problems

October 27 - No Class

Class 3 November 3: Case Formulation/Treatment Plan 1 Draft Due: Will work on refining it in class

Thursday Nov 6: 5 pm. Treatment plan 1 due

November 10, No Class, Tx plan 1 returned to you at clinic

Class 4: November 17 : Due: Revision of Treatment plan 1 (make sure you turn in original with my notes on it) AND Written case summary, problem list for Treatment Plan 2

Class 5: December 1: Due Treatment Plan 2 AND Theoretical orientation summary.

December 8: No Class: Plan 2 returned to you at clinic , you will receive an email letting you know if a revision is needed, and the due date.

Third plan TBD on individual student basis

- [Evaluating Web Resources URL](#)
-  [Form to use for evaluating websites: based on information on page linked above URL](#)

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13 October - 19 October

- [October 13 : Class 1](#)
- Class Plan: Syllabus review, Ecological/Ecosystems theory, data collection, objective data (Observation) versus subjective data (Story - client) versus assessment/formulation.
- **Readings:**

Ingram Chapters 1,2,3,5

-  [Supporting Social Justice Advocacy: A Paradigm Shift towards an Ecological Perspective File](#)
- **Resources:**
- [The Ecosystemic View: A Choice of lenses URL](#)
-  [Advocacy Competencies File](#)
-  [Tasks and Processes of Case Formulation File](#)
-  [Outline Ecological Intake Fall 2014 File](#)
-  [Iceberg Model of Culture URL](#)
-  [Case Conceptualization Form: Plan 1 Spring 2014 File](#)

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20 October - 26 October

- [October 20 : Class 2](#)

**Due: Written case summary, problem list**

- Topics: Continuation from week 1, problem statements, goal statements, objectives to reach goal

- **Readings:**

**Ingram Chapters 4, 6, 7**

- **Resources:**

- [Toward Cultural Competence in Child Intakes - Link Page](#)
- [Toward Cultural Competence in Child Intake - Link 2 URL](#)
-  [Cultural competence in child intake outline File](#)
- [American Journal of Orthopsychiatry, 70\(1\), January 2000 © 2000 American Orthopsychiatric Association, Inc. A Multidimensional Conceptualization of Racism-Related Stress: Link URL](#)
-  [Cultural Self-Awareness Assessment: link to psychnet URL](#)

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27 October - 2 November

- **October 27: No Class**

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3 November - 9 November

- **November 3: Class 3**

Topics: Case Conceptualization (Formulation), Writing Treatment Plans

**TX PLAN 1 DRAFT DUE: Will use in class, edit/revise in class, final copy due Thursday Nov 6 by 5p.m.**

- **Readings:**

Ingram: Review chapters 8-14 on core hypotheses, be aware of general description of each, read more in-depth on chapters that speak to your emerging theoretical orientation

- **Resources:**

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10 November - 16 November

- **November 10: No Class**

**TX PLAN 1 Returned to you at clinic**

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17 November - 23 November

- **November 17: Class 4**

Topic: Case Conceptualization, Using the 30 core hypotheses

Due: Treatment Plan 1 Revision(make sure to turn in original with my comments as well)

AND summary and problem list for tx plan 2

- **Readings:**

**Ingram: Chapters 8-14, continue reading**

-  [30 Core Hypotheses Descriptions File](#)
-  [30 Core Hypotheses Worksheet File](#)

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24 November - 30 November

- [November 24: No Class](#)

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1 December - 7 December

- [December 1: Class 5](#)

Due: Treatment Plan 2 and Theoretical Orientation summary