

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) 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 measurable outcomes with clients supported by research literature	Practicum Year	Develops measurable outcomes/goals, supported by the literature and within the therapists theoretical orientation	Develops measurable outcomes/goals supported by literature.	Outcomes/goals are not measurable 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
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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, Room 218. *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 1-3 paragraph conceptualization (depending on the client), a treatment plan with 3 long term goals, and 2-3 objectives for each goal, and a bibliography of literature to show where you are getting intervention information from.

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

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.

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, each treatment plan that is submitted 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. Each treatment plan will be evaluated on an individual basis and 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 better*** 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.

Points: Total 300

Total Treatment Plan (1st and 2nd): 200 (100 each)

Each plan: 20 pts conceptualization, 60 pts treatment plan, 10 pts bibliography, 10 pts formatting, language, and grammar

Theoretical Orientation Interview: 20

Peer Consultations: 80 total (40 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
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) Case conceptualization, treatment objectives, and choosing treatment interventions. September 13th, 2022	Chapters: Preface, 1, & 2	None
Class 2: Writing treatment plans, creating SMART goals without losing sight of your conceptualization (Cacrep C1c) September 27th, 2022	Chapters: 3, 4, & 5	<u>Class Time will be given for the following:</u> -Start Treatment Plan I -Start Peer Review I 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) October 18th, 2022	Chapters: 6 & 7	<u>Class Time will be given for the following:</u> -Continue Treatment Plan I -Continue Peer Review I NO WORK DUE
No Class/Independent Work: Meet with your peer group or share documents with each other virtually to complete first peer review		Peer Review I: DUE November 8th, 2022 by 11:59 pm via email

<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>November 15th, 2022</p>	<p>Chapters: 8, 9, & 10</p>	<p><u>Class Time will be given for the following:</u></p> <ul style="list-style-type: none"> -Start Treatment Plan II -Start Peer Review II -Finish Treatment Plan I (if needed) <p>Treatment Plan I: DUE November 15th, 2022 by 11:59 pm via email</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 II: DUE November 29th, 2022 by 11:59 pm via email</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>December 6th, 2022</p>	<p>Chapters: 11, 12, 13, & 14</p>	<p><u>Class Time will be given for the following:</u></p> <ul style="list-style-type: none"> -Finish Treatment Plan II (if needed) <p>Theoretical Orientation Interview: DUE during class</p> <p>Treatment Plan II: DUE December 6th, 2022 by 11:59 pm via email</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.