

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 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
CPSY 549-02: Treatment Planning
Nathaniel O. Brown, Ph.D., CSW-A
nbrown@lclark.edu
503-768-6096

Class Dates and Times:

Tuesdays – 1:00 p.m. – 4:00 p.m.

1. Tuesday, January 21, 2020
2. Tuesday, February 4, 2020
3. Tuesday, February 25, 2020
4. Tuesday, March 17, 2020
5. Tuesday, April 7, 2020

Required Readings:

Complete assigned readings on time and be prepared to ask questions, discuss material and topic for the day, and apply the material during in-class assigned work. When you read textbook readings and/or articles, please answer the two questions below.

1. What is the chapter or article about?
2. What did you learn?
3. In your critique or criticism, what could you explore in your learning beyond the assigned readings?

Ingram, B. L. (2012). *Clinical Case Formulations: Matching the Integrative Treatment Plan to the Client* (2nd ed.). Wiley.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (Fifth Edition)*. Washington, DC: Author.

Evaluating Resources: <https://guides.lib.berkeley.edu/evaluating-resources>

Articles posted in Moodle (See weekly schedule in Moodle.)

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 case from 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:

Confidentiality: All Treatment (TX) planning work should only be stored on the clinic hard drive or your Ironkey. When printing, you should print in a secure location. Never send a document to a computer lab printer when you are not immediately present to retrieve the document. No TX plans should have identifying information on them. Use initials or pseudonyms for client identification. Be general when describing details that could easily be identified. **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 TX plans to Taskstream, follow the password protection instructions provided in class. Do not ever leave TX plans or your computer/Ironkey in your car.

Treatment Plans: Students will be required to submit case conceptualizations and treatment plans for two to three (2-3) clients in Practicum. A case conceptualization and treatment plan will include:

1. A 1-2 page intake summary (single space), conceptualization (a minimum of one paragraph, but no more than two paragraphs)
2. A treatment plan with 3 short-term and long-term goals with objectives for each goal
3. A bibliography of literature (see below).

The text provides a detailed outline. Additional resources will be in Moodle.

Include an APA Manual 7th edition bibliography of reviewed literature used to develop a treatment plan. Use a minimum of 3 books and 3 peer reviewed articles (6 total). References must be from published books and peer reviewed journals.

Treatment plan one (1) will be peer reviewed by at least one peer, revised, and resubmitted after feedback.

Treatment plan two (2) will be peer reviewed by at least one peer, revised, and resubmitted after feedback.

Treatment plan three (3) will be assigned if competence is not demonstrated with the completion of two plans. Failure to demonstrate skills on the third treatment plan will result in course failure (if needed to receive a "B" or better). Competence is defined as a minimum of (80%). See Ingram textbook for detailed evaluation list.

Theoretical Orientation: Write a two paragraph summary of your theoretical orientation (one page max). 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 result in grade reduction or failure of the course. Missing more than ten percent of class time may result in failure to complete the class. 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 at the discretion of the instructor, a grade of incomplete may be provided 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 a grade reduction.

LATE ASSIGNMENT POLICY: Late assignments will incur a letter grade reduction.

Grading: Final course grade is made up of total points earned, with a minimum requirement of 80% or above on all treatment plans. Total points are calculated to determine final grade. However, the final (2nd or 3rd treatment plan) must demonstrate competence for a passing grade in the course.

Treatment Plan (1) – **50 Points**

Treatment Plan (2) – **50 Points**

Alternative Treatment Plan (3) – **50 Points (If needed)**

Total Points: **100 Points**

Case Conceptualization and Treatment Plan Scoring Rubric:

1. Theoretical Orientation Summary and Case Summary – **10 Points**
2. Case Conceptualization – **10 Points**
3. Case Problem and Goal Statements – **10 Points**
4. Case Treatment Plan – **10 Points**
5. Case Conceptualization and Treatment Plan Cohesion and bibliography – **10 Points**

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. Be on time, be prepared, follow through on group projects inside and outside of the class, and engage with peers as fellow professionals and future colleagues. Becoming a counselor involves looking closely at ourselves introspectively. Consider your beliefs, values, attitudes, and biases. This can be a very personal and sometimes emotional process. Treating your peers and the professor with respect, actively listening deeply to experiences, and being open to discussing diverse world views encourages a collaboration in mental health care in which we all challenge each other to critically examine and develop our skills and perspectives in counseling. In order to prepare for each class, students should carefully read and study all assigned materials, and be ready to discuss and apply the content of readings in the development of treatment plans. Class discussion and interaction with peers are fundamental to the process of learning to be a counselor.

Students with Disabilities

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office 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 to improve or increase the facilitation of the learning process of the entire class. Moodle is updated regularly. Check Moodle and your e-mail weekly. Be prepared for class each week!

Course Schedule

Class Dates	Readings Due and Class Topic	Assignments To Complete in Class or Due for Submission
Class #1 – Tuesday, January 21, 2020 (CACREP 7b, C1c, C2d, C3a)	Read preface and chapters 1 and 2 in class) A Framework for Clinical Case Formulations: Gathering, Organizing, and Presenting Client Information, Intake, Interviews, Ecological and Biopsychosocial Models, Diagnosis, Cognitive Models, Behavioral and Learning Models, and Existential and Spiritual Models	Preface and Chapters 1 and 2 due in class)
Class #2 – Tuesday, February 4, 2020 (CACREP 5h, C1c)	Chapters 3 and 4 – Defining Problems, Crisis, Stressful Situations, Transitions, Trauma, Body and Emotions	Write/Type case summary, list 5-10 problem statements and goal statements. Bring computer or written summary to class. Typed case summary, along with written notes or written case summary Due in Moodle by 11:30 p.m. Theoretical Orientation Summary Due in Moodle by 11:30 p.m.
Class #3 – Tuesday, February 25, 2020 (CACREP C1c)	Chapters 5, 6, 7 – Organizing and Presenting the Database and Creating the Formulation	Case Formulation and Treatment Plan #1; Develop written/typed draft. Peer to peer development in class with instructor support. Write your work on the board for review.
Class #4 – Tuesday, March 17, 2020 (CACREP 5i, 8d, C2l)	Ethical use of evidence based practice, finding resources, evaluating outcome Select a chapter out of chapters 8-14 to facilitate a discussion in dyads.	Theoretical Orientation, Case Conceptualization, and Treatment Plan #1 Due in Moodle by 11:30 p.m.
Class #5 – Tuesday, April 7, 2020 (CACREP 5a, 5n, C1b)	Discovering, defining, and refining your theoretical orientation Select a chapter out of chapters 8-14 to facilitate a discussion in dyads.	Theoretical Orientation, Case Conceptualization, and Treatment Plan # 2 Due in Moodle by 11:30 p.m.