Syllabus

Treatment Planning and Intervention with Adults
Counseling Psychology 524
Fall, 2008
September 4 – December 11
5:30-8:45

Instructor: Gordon Lindbloom
Rogers Hall 329
Ph (503) 768-6070
e-mail lndbloom@lclark.edu

Office Hours
Wednesday 2:00-4:00
Thursday 2:00-4:00

Please Note: The office staff keeps my appointment schedule so that everyone has regular and equal access to scheduling appointments. Please contact the office at (503) 768-6060, between 9:00 and 5:30, to schedule regular appointments. If my office hours do not work for you, leave a message with the office staff about times you can come in or have a scheduled telephone appointment and I will do my best to work out a satisfactory way for us to have the discussion you need.

Catalogue Course Description

Contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial systems and evidence-based interventions. Major areas include mood disorders, anxiety disorders, psychotic disorders, personality disorders, substance abuse and addictive disorders including eating disorders and gambling. Emphasis on multicultural and ecological contexts in planning and conducting multifaceted interventions for change.

Learning Objectives: Students completing this course with satisfactory evaluation will be able to . . .

1. Demonstrate how to use information from multiple assessment strategies to create treatment plans that are client-centered, individualized, and culturally sound.

2. Describe and explain the major elements of intervention (treatment) planning strategies.

3. Describe, explain, and demonstrate through role plays and case planning how to use the DSM-IV system and criteria to enhance assessment and treatment planning for individual clients.

4. Create basic treatment plans drawing on evidence-based treatments for depression, anxiety disorders, substance abuse, and other common presenting problems.

5. Describe and explain the application of core evidence-based psychosocial interventions for common problems in mental health and addictions treatment.

7. Find, evaluate, and present critical concepts and evidence about diagnosis and treatment of a specific clinical issue or disorder.

8. Identify and use information about the personal, social, and cultural context of a client’s life to formulate client-centered treatment plans.

9. Describe, explain, and demonstrate via case studies how to choose appropriate modalities for intervention including group, family, medical, and other systems including community-based supports, and plan for short, intermediate, and long-term engagement based on client goals, needs, and resources.

10. Describe and give examples of ways to integrate client’s values, positive personal goals, religious and spiritual consciousness and commitments into treatment planning.

**Requirements for Credit:**

Regular attendance and active participation in class sessions and workgroups*.

Complete individual and group treatment planning exercises as assigned.

Complete one individual review of best practices in working with a client problem which is not a major focus of attention in the regular class sessions. (A guide will be provided.)

Complete an experimental personal change intervention project. A guide will be provided.

Complete mid-term exams with satisfactory scores.

**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid term exams</td>
<td>50% of grade</td>
</tr>
<tr>
<td>These exams will use multiple forms of questions. Points will be assigned for correct answers in each type of question. Total points will be placed on a curve and grades will be assigned based on general levels of exceptional mastery, competent mastery, minimal mastery, and insufficient mastery.</td>
<td></td>
</tr>
<tr>
<td>Personal Change Project</td>
<td>20%</td>
</tr>
<tr>
<td>Best Practices Report</td>
<td>20% of grade</td>
</tr>
<tr>
<td>Attendance, Participation and Group Work</td>
<td>10% of grade</td>
</tr>
</tbody>
</table>

Grades:

- A  Exceptional
- B  Competent and Sound
- C  Minimal Competence
- D  Insufficient evidence of minimum mastery
- F  Failure to demonstrate learning

*Notes on attendance and academic integrity.*

Being present in class and participating actively in all of the learning activities of this course is critical to successful accomplishment of the learning objectives. Enrollment in this graduate class assumes your personal commitment to its purposes and objectives in your professional development. One absence for
extenuating personal or family circumstances, (illness, accident, and other uncontrollable events) will be
excused. Absences for discretionary activities such as vacations, elective travel or pre-planned personal
events will not be excused. Make up activities or assignments for classes missed are expected and are to be
arranged on an individual basis with the instructor. Absences that do not meet criteria for being excused may
result in a reduction of grade or credit or both.

Academic integrity means doing authentic work for this class, work that is your own and is specifically for this
class. Plagarized work or work that has been substantially or completely prepared for other classes does not
meet this standard of integrity. Any such materials submitted for this class will not receive credit and their
submission will be considered as a possible breach of ethical standards of conduct.

Texts:


Ed.). New York, NY; Wiley.

Bibliography


Disorders.

Association.


Connors, G. J., Donovan, Dennis M., & DiClemente, Carlo C. (2001). Substance Abuse Treatment and the Stages of


Hanna, F. J. (2001). Therapy with Difficult Clients: Using the precursors model to awaken change. Washington, D.C.,
American Psychological Association.


Sons.

Gaithersburg, Maryland, Aspen Publishers, Inc.


Valesquez, M. M. e. a. (2001?). *Group Treatment for Substance Abuse.*


Schedule of Class Topics and Assignments  
CPsy 524, Treatment Planning and Intervention for Adults  
Fall, 2008  
Gordon Lindbloom, Ph.D., Instructor

This list of dates and assignments is approximate. Adjustments will be made when doing so seems likely to allow for emerging issues, students’ interests, and the vagaries of fate. Adjustments will be announced in class, and if feasible, online or via e-mail.

Read the assigned readings ahead of the class session. Classes will focus on application more than on lectures. Come prepared to use the ideas and information in the readings to work on cases in class. Outlines of notes and some supplementary readings will be distributed in class or posted online or both.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Readings to prepare for this session</th>
</tr>
</thead>
</table>
| 1     | 9/4   | Overview  
Assessment, Diagnosis, and Treatment Planning  
Problems, Goals and Interventions  
Basic Principles of Psychological “Treatments”  
Reference Search Project  
Personal Change Project | NNL = Nezu, Nezu, & Lombard  
TP = Jongsma: Treatment Plan  
RP = Readings from Packet |
| 2     | 9/11  | Problem-Focus, Client-Centered Wholistic Frameworks  
Adjustment Disorders and Depression  
Relating Goals, Objectives Interventions, and Outcomes  
Reference Search  
Personal Change Experiments | NNL 1,2,3,4 5,  
TP pp 1-9 86-92 157-161  
RP TBA |
| 3     | 9/18  | Depression and Bipolar Disorders  
Evidence-Based Treatments & Relationship Factors  
Bipolar Disorders, Mania  
Medications in Practice  
Suicidal Risk and Response  
Personal Change Experiments | TP 171-178 283-289  
RP TBA |
| 4     | 9/25  | Anxiety Disorders  
Specific Phobia  
Generalized Anxiety Disorder  
Panic Disorder  
Social Anxiety  
Personal Change Projects | NNL 6,7,8,  
TP 24-31 (Anxiety) 222-228 (Phobia) 194-200 (Panic/Agoraphobia) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Anxiety Disorders Cont.</td>
<td>NNL 9, 10, 11</td>
</tr>
<tr>
<td></td>
<td>OCD</td>
<td>TP 187-294 (OCD)</td>
</tr>
<tr>
<td></td>
<td>PTSD and Trauma</td>
<td>TP 62-67, 229-237</td>
</tr>
<tr>
<td></td>
<td>Best Practices Topics Chosen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid-term Exam I (Format and Schedule to be discussed in class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PCE’s</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Addictive Disorders</td>
<td>TBA Skinstad &amp; Nathan</td>
</tr>
<tr>
<td></td>
<td>Alcoholism</td>
<td>Other . . .</td>
</tr>
<tr>
<td></td>
<td>Drug Abuse</td>
<td>TP 46-54, 55-61</td>
</tr>
<tr>
<td>7</td>
<td>Addictive Disorders Continued</td>
<td>TBA Motivational Enhancement</td>
</tr>
<tr>
<td></td>
<td>Motivational Enhancement</td>
<td>EBT 16 Gambling</td>
</tr>
<tr>
<td></td>
<td>Gambling</td>
<td>TBA Research on Treatment</td>
</tr>
<tr>
<td></td>
<td>PCE’s</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Eating Disorders</td>
<td>EBT 14</td>
</tr>
<tr>
<td></td>
<td>PCE’s</td>
<td>TP 97-104</td>
</tr>
<tr>
<td>9</td>
<td>Schizophrenia &amp; Psychotic Disorders</td>
<td>TBA 238-243</td>
</tr>
<tr>
<td></td>
<td>Dual Diagnosis</td>
<td>TP 201-205</td>
</tr>
<tr>
<td></td>
<td>PCE’s</td>
<td>TP 93-96, 32-38</td>
</tr>
<tr>
<td>10</td>
<td>Insomnia</td>
<td>EBT 15, 10, 11</td>
</tr>
<tr>
<td></td>
<td>Somatization Disorders</td>
<td>TP 256-262</td>
</tr>
<tr>
<td></td>
<td>Attention Deficit Disorders in Adults</td>
<td>TP 68-75</td>
</tr>
<tr>
<td>11</td>
<td>Impulse Control Disorders</td>
<td>EBT 13, 12, 17,</td>
</tr>
<tr>
<td></td>
<td>Anger</td>
<td>Nezu TBA</td>
</tr>
<tr>
<td></td>
<td>Sexual Disorders</td>
<td>TP 10-17</td>
</tr>
<tr>
<td></td>
<td>Paraphilias</td>
<td>TBA 162-170</td>
</tr>
<tr>
<td></td>
<td>PCE’s due and report/discuss</td>
<td>TP 117-125</td>
</tr>
<tr>
<td></td>
<td>Personalty Disorders</td>
<td>EBT 18, 19</td>
</tr>
<tr>
<td>12</td>
<td>Borderline Personality Disorder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Best Practices Reports due</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Personality Disorders continued</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid-term II handout</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Best Practices Reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Mid-Term</td>
<td></td>
</tr>
</tbody>
</table>