

Copy 2:
Responds to CACREP Standards C 1, 2, 3, 4, 5, 7,

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 multi-faceted 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.
6. Construct means of evaluating client progress.

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:

Mid term exams	50% of grade
----------------	--------------

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.

Personal Change Project	20%
-------------------------	-----

Best Practices Report	20% of grade
-----------------------	--------------

Attendance, Participation and Group Work	10% of grade
--	--------------

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. Plagiarized 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:

Nezu, A. et al (2004) Cognitive-Behavioral Case Formulation and Treatment Design: A Problem-Solving Approach. New York, NY. Springer Publishing Company.

Jongsma, A.& Peterson, L. M. (2006). The Complete Adult Psychotherapy Treatment Planner. (4th Ed.). New York, NY., Wiley.

Bibliography

Alford, B. A. and A. T. Beck (1997). The Integrative Power of Cognitive Therapy. New York, Guilford.

Antony, M. M., and Barlow, David H. (2002). Handbook of Assessment and Treatment Planning for Psychological Disorders.

Association, A. P. (2000). Diagnostic and Statistical Manual of Mental Disorders. Washington, D.C., American Psychiatric Association.

Barlow, D. H., Ed. (2001). Clinical Handbook of Psychological Disorders.

Carnes, P. J. and K. M. Adams, Eds. (2002). Clinical Management of Sex Addiction.

Connors, G. J., Donovan, Dennis M., & DiClemente, Carlo C. (2001). Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions. New York, Guilford Press.

Denning, P. (2000). Practicing Harm Reduction Psychotherapy. New York, Guilford.

Enright, R. D. and R. P. Fitzgibbons (2000). Helping Clients Forgive: An Empirical Guide for Resolving Anger and Restoring Hope. Washington, D.C., American Psychological Association.

Foy, D. W. (1992). Treating PTSD: Cognitive-Behavioral Strategies. North Tonawanda, NY, MHS.

Greenberger, D. and C. Padesky (1995). Mind Over Mood: A Cognitive Therapy Manual for Clients. New York, Guilford.

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

Hersen, M. and M. Biaggio, Eds. (2000). Effective Brief Therapies: A Clinician's Guide. San Diego, CA, Academic Press.

Jongsma, A. E. and L. M. Peterson (1995). The Complete Psychotherapy Treatment Planner. New York, John Wiley & Sons.

Lawson, G. W., Lawson, Ann W., & Rivers, P. Clayton. (2001). Essentials of Chemical Dependency Counseling. Gaithersburg, Maryland, Aspen Publishers, Inc.

Leahy, R. L. (2001). Overcoming Resistance in Cognitive Therapy. New York, Guilford.

Margolis, R. D., & Zweben, Joan E. (1998). Treating Patients with Alcohol and Other Drug Problems: An Integrated Approach. Washington, D.C., American Psychological Association.

Margolis, R. D. and J. E. Zweben (1998). Treating patients with alcohol and other drug problems : an integrated approach. Washington, DC, American Psychological Association.

Marlatt, G. A., & VandenBox, Gary R. (eds.) (1997). Addictive Behaviors: Readings on Etiology, Prevention, and Treatment. Washington, D.C., American Psychological Association.

Maruish, M. E. (2002). Essentials of Treatment Planning. New York, John Wiley & Sons.

Miller, W. R., & C'de Baca (2001). Quantum Change: When Epiphanies and Sudden Insights Transform Ordinary Lives. New York, Guilford.

Miller, W. R., and Rollnick, Stephen (2002). Motivational Interviewing: Preparing People for Change. New York, Guilford.

Miller, W. R., Andrews, Nicole R., Wilbourne, Paula, & Melanie e. Bennett (1998). A Wealth of Alternatives: Effective Treatments for Alcohol Problems. Treating Addictive Behaviors. W. R. a. H. Miller, Nick. New York, Plenum: 203-216.

Miller, W. R. a. H., Nick, Ed. (1998). Treating Addictive Behaviors. Applied Clinical Psychology. New York, Plenum.

Nezu, A. et al (2004) Cognitive-Behavioral Case Formulation and Treatment Design: A Problem-Solving Approach. New York, NY. Springer Publishing Company.

Ogles, B. M., M. J. Lambert, et al. (2002). Essentials of Outcome Assessment. New York, John Wiley & Sons.

Roberts, A. R. (2002?). Crisis Intervention.

Rosenthal, R. N., and Westreich, Laurence (1999). Treatment of Persons with Dual Diagnoses of Substance Use Disorder and Other Psychological Problems. Addictions: A Comprehensive Guidebook. B. S. McCrady, & Epstein, Elizabeth. New York, Oxford University Press: 439-476.

Segal, Z. V., J. M. G. Williams, et al. (2002). Mindfulness-based cognitive therapy for depression: a new approach to preventing relapse. New York, Guilford Press.

Sperry, L. (1999). Cognitive Behavior Therapy of DSM-IV Personality Disorders. Philadelphia, PA, Brunner/Mazel.

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

Wampold, B. E. (2001). The Great Psychotherapy Debate: Models, Methods, and Findings. Mahwah, New Jersey, Lawrence Erlbaum Associates, Publishers.

Wells, A. (2000). Emotional Disorders and Metacognition: Innovative Cognitive Therapy. New York, John Wiley and Sons.

Wessler, R., Hankin, Sheenah, & Stern, Johnathan (2002?). Succeeding with Difficult Clients.

Wiger, D. E. and D. K. Kuntley (2002). Essentials of Interviewing. New York, John Wiley & Sons.

Wiger, D. E. and K. B. Solberg Tracking Mental Health Outcomes: A Therapist's Guide to Measuring Client Progress, Analyzing Data, and Improving Your Practice.

Wilson, J. P., Friedman, Matthew J., and Lindy, Jacob D., Ed. (2001). Treating Psychological Trauma and PTSD. New York, Guilford.

Woody, S. (2002). Treatment Planning in Psychotherapy: Taking the Guesswork Out of Clinical Care. New York, Guilford.

Young, J. E. (1999). Cognitive Therapy for Personality Disorders: A Schema-Focussed Approach. Sarasota, FL, Professional Resource Press.

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.

Class	Date	Topics	Readings to prepare for this session (by book and chapters)	
1	9/4	Overview Assessment, Diagnosis, and Treatment Planning Problems, Goals and Interventions Basic Principles of Psychological "Treatments" Reference Search Project Personal Change Experiments	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)	

5	10/2	Anxiety Disorders Cont. OCD PTSD and Trauma Best Practices Topics Chosen Mid-term Exam I (Format and Schedule to be discussed in class) PCE's	NNL	9,10, 11 TP 187-294 (OCD) 62-67, 229-237
6	10/9	Addictive Disorders Alcoholism Drug Abuse PCE's	TBA	Skinstad & Nathan Other . . . TP 46-54, 55-61
7	10/16	Addictive Disorders Continued Motivational Enhancement Gambling PCE's Best Practices Reference Lists Due (Preliminary)	TBA	Motivational En- hancement EBT 16 Gambling TBA Research on Treatment
8	10/23	Eating Disorders PCE's	EBT TP	14 97-104
9	10/30	Schizophrenia & Psychotic Disorders Dual Diagnosis PCE's	TBA TP	238-243 201-205 93-96 32-38
10	11/6	Insomnia Somatization Disorders Attention Deficit Disorders in Adults PCE's	EBT TP	15, 10, 11, 256-262 68-75
11	11/13	Impulse Control Disorders Anger Sexual Disorders Paraphilias PCE's due and report/discuss	EBT Nezu TP	13, 12, 17, TBA 10-17 162-170 117-125
12	11/20	Personality Disorders Borderline Personality Disorder	EBT	18,19
13	12/4	Best Practices Reports due Personality Disorders continued Mid-term II handout		
14	12/11	Best Practices Reports Final Mid-Term		