Syllabus

Treatment Planning and Intervention with Adults
Counseling Psychology 524
Fall, 2007
September 6 -- December 8
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 times. 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 empirically supported 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. Create basic treatment plans drawing on evidence-based treatments for depression, anxiety disorders, substance abuse, and other common presenting problems.

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

5. Construct means of evaluating client progress.

6. Find, evaluate, and present critical concepts and evidence about diagnosis and treatment of a specific clinical issue or disorder.
7. Identify and use information about the personal, social, and cultural context of a client’s life to formulate client-centered treatment plans.

8. 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.

Contribute to the completion of a small group research project demonstrating a successful search for best quality resources on a clinical problem. Topics will be chosen with guidance from the instructor. A guide for this project in information literacy will be provided.

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.

Group Research Project 10%

Personal Change Project 10%

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. 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 submitting papers that were previously prepared for other classes do 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:


Bibliography


Schedule of Class Topics and Assignments  
CPsy 524, Treatment Planning and Intervention for Adults  
Fall, 2007  
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. Read these in preparation for class sessions.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Readings to prepare for this session (by book and chapters)</th>
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</table>
| 1     | 9/6  | Overview  
Assessment, Diagnosis, and Treatment Planning  
Case Formulation, Goals and Interventions  
Searching for Resources – Group Project | DSM = DSM-IV TR  
EBT = Effective Brief Therapies  
MOM = Mind over Mood  
TP = Treatment Planning |
| 2     | 9/13 | Psychological Treatments  
Adjustment Disorders and Depression  
Relating Goals, Objectives Interventions, and Outcomes  
Basic Interventions | EBT 1,2  
MOM 1-4,  
DSM Criteria for Mood Disorders  
TP 1-9  
86-92  
157-161 |
| 3     | 9/20 | Depression | MOM 5-7,10  
TP 171-178  
283-289 |
| 4     | 9/27 | Anxiety Disorders  
Specific Phobia | EBT 4,5,7,9  
MOM 6-8,11 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Best Practices Topics</th>
<th>Mid-term Exam I (Format and Schedule to be discussed in class)</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>10/4</td>
<td>Anxiety Disorders Cont.</td>
<td>Social Anxiety PTSD and Trauma</td>
<td>EBT 6, 8 TBA Skinstad &amp; Nathan Other . . .</td>
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<td>6</td>
<td>10/11</td>
<td>Addictive Disorders</td>
<td>Alcoholism Drug Abuse</td>
<td>TBA Motivational Enhancement</td>
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<tr>
<td>7</td>
<td>10/18</td>
<td>Addictive Disorders Continued</td>
<td>Motivational Enhancement Gambling</td>
<td>TBA Research on Treatment</td>
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<td>8</td>
<td>10/25</td>
<td>Eating Disorders</td>
<td>PCE’s</td>
<td>EBT 14 TP 97-104</td>
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<td>9</td>
<td>11/1</td>
<td>Schizophrenia &amp; Psychotic Disorders</td>
<td>Dual Diagnosis PCE’s</td>
<td>TBA TP 238-243 201-205 93-96 32-38</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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| 10   | 11/8 | Insomnia  
Somatization Disorders  
Attention Deficit Disorders in Adults  
PCE’s  
**Mid-Term II** | EBT 15, 10, 11,  
TP 256-262  
68-75 |
| 11   | 11/15 | Impulse Control Disorders  
Anger  
Sexual Disorders  
Paraphilias  
PCE’s | EBT 13, 12, 17,  
Nezu TBA  
TP 10-17  
162-170  
117-125 |
| 12   | 11/29 | **Personal Change Experiments Reporting**  
**Best Practices Reports due** (should we shift this to one week later and move up the Personality Disorders to this week and next?) | EBT 18,19 |
| 13   | 12/6 | Mid-term III  
Best Practices Reports  
Personality Disorders  
Borderline Personality Disorder | EBT 18,19 |
| 14   | 12/13 | Personality Disorders  
Putting it all together | Reading TBA |