

COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed Course Syllabus Cover Sheet to course syllabus.

Course Name	Treatment Planning and Intervention with Adults
Course Number	CPSY 524
Term	Spring 2007
Department	
Textbooks/Materials	Greenberger, D. and Pedesky, C. (1995) . Mind Over Mood: A cognitive Behavioral Manual for Clients. New York, Guilford. Herson, M. & Biaggio, M., EDS. (2000). Effective Brief Therapies: A Clinicians Guide. San Diego, CA, Academic Press. DSM IV TR (2000). Washington, D.C. American Psychiatric Association. Young, J.. (1999). Cognitive Therapy for Personality Disorders: A Schema Focussed Approach. Sarasota, FL, Professional Resource Press. Reading Packet: Available in main office.
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Faculty Office	

Catalogue Description (*copy from current catalogue*): Contemporary approaches to assessment, treatment planning, and intervention based in biosychosocial 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.

Course Goals and Objectives:

1. Demonstrate how to use information from multiple assessment strategies and diagnostic work-ups 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 using evidence based interventions for depression,

anxiety disorders, substance abuse,
and other common presenting problems.

4. Construct means of evaluating client progress.
5. Find, evaluate, and present critical concepts and data on diagnosis and treatment of a special type of clinical issue or disorder.
6. Identify and use information about the personal, social, and cultural context of a client's life to formulate client-centered treatment plans.
7. Describe and give examples of ways to integrate client's values, positive personal goals, religious and spiritual consciousness and commitments into treatment planning.

Course Calendar:

Date	Topic	Readings
Jan 11	Case Formulation and Treatment Planning	
Jan 18	Case Formulation and Treatment Planning	APA Task Force Norcross Hubble, Duncan & Miller
Jan 25	Mood Disorders	DSM Criteria MOM 2-5, 10 EBT 2
Feb 1	Anxiety Disorders	DSM Criteria

		MOM 6-8, 11 EBT 4,5,7,9
Feb 8	Anxiety Disorders Continued	DSM Criteria Schwartz
Feb 15	Eating Disorders & Impulse Control Disorders	DSM Criteria EBT 13,14, 17
Feb 22	Midterm, Schizophrenia & Psychotic Disorders	DSM Criteria
Mar 1	Addictive Disorders	DSM Criteria EBT 3,6 MOM 12 Miller & Rollnick
Mar 8	Personality Disorders	DSM Criteria CT-PD EBT 18-19
Mar 15	Attention Deficit Disorder & Couples Therapy	DSM Criteria Barkley
		Wheeler, Christianson
& Jacobson		
Mar 22	Best Practices Presentations (reports due)	
Mar 29	Spring Break	
Apr 5	Best Practices Presentations	
Apr 12	Cultural Issues & remaining issues	Fowers & Davidov Sue Hwang Smith
Apr 19	Final Exam	

Course Requirements:

1. Class attendance and participation is vital. This will account for 10 % of your final grade.
2. Best Practices report. This will account for 20% of your final grade.
3. Best Practices presentation. This will account for 10% of your final grade.
4. Class Project. This will account for 10% of your final grade.
5. Mid term exam. This will account for 25% of your final grade.
6. Final Exam: This will account for 25 % of your final grade.

Evaluation and Assessment: Grades will be assigned according to the following criteria:

A level work: Exceptional

B level work: Competent and sound

C level work: Minimal competence

D level work: Insufficient evidence of minimum mastery

F level work: Failure to demonstrate learning

Class Attendance: Being present in class and actively participating in all of the learning activities is critical to the successful accomplishment of the learning objectives.

Enrollment in this graduate degree class is a commitment to its purposes and objectives in your personal development. One absence will be excused. A second absence will result in a reduction in your course grade.

Class Project: The class project will involve each class member carrying out an assigned intervention and collecting data on the impact of that intervention, as well as subjective reflections on the impact of the intervention. Data will be pooled across class members in order to assess the effectiveness of the interventions. If any student is not comfortable with participating in the class project, you may let me know and we will determine an alternative assignment for you. The project will be introduced on week three of class, with data and subjective reflections due on week six.

Best Practices Report and Presentation: The goal of this project is to provide students experience in providing presentations, as well as to provide class members a greater breadth of exposure to empirically supported interventions. Each student will choose to present on a diagnosis that is not covered in the course syllabus. You should clear your topic with me by the third week of class. As no two students will report on the same disorder, the sooner you choose your topic the wider choice you will have to choose from. The Best Practices Report will be due on March 22nd. I will assign dates for presentations. Your presentation and paper should include the following: 1) Brief description of the disorder 2) The process or avenues through which people access

treatment 3) Assessment methods and instruments 4) Clear description of the intervention 5) Brief report of research supporting or contra-indicating the treatment 6) Professional/ethical/legal/spiritual/cultural issues involved with this problem 7) Addressing questions from the class (#7 for presentation only). Presentations should be approximately 20 minutes in length. Grades for the presentation will be assigned according to the following guidelines:

- 1) Clarity and quality of description of the disorder and avenues
- 2) Clarity and quality of the description of the assessment and treatment
- 3) Clarity and quality of the presentation of the research findings
- 4) Use and quality of visual aids
- 5) Presentation style (pacing, volume, eye contact, handling questions)

Potential topics:

Asperger's Disorder
Assertivness Training
Bereavement
Body Dysmorphic Disorder
Chronic Pain
Dissociative Identity Disorder
Domestic Violence
Erectile Dysfunction
Hypochondriasis
Insomnia
Irritable Bowel Syndrome
Kleptomania
Low Sexual Desire
Malingering

Orgasmic Disorders
Premenstrual Syndromes
Recurrent headaches
Smoking
Stuttering
Trichotillomania
Tourette's syndrome
Weight Loss

Bibliography: See Packet.