

Syllabus

Treatment Planning and Intervention with Adults Counseling Psychology 524 Spring, 2007 January 11-April 20 5:30-8:45

Instructor: Gordon Lindbloom
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Office Hours

Tuesday 3:00-4:30
Wednesday 2:00-4:30

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 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. 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 data on diagnosis and treatment of a special type of 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 two exams with satisfactory scores.

Evaluation Criteria:

Exams I and II	50% of grade
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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 assigned based on general levels of exceptional mastery, competent mastery, minimal mastery, and insufficient mastery.

Group Research Project	10%
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Personal Change Project	10%
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Best Practices Report	20% of grade
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Attendance, Participation and Group Work	10% of grade
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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:

DSM-IV TR (2000) Washington, D.C. American Psychiatric Association.

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

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

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

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.

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
Spring, 2007
Gordon Lindbloom, Ph.D., Instructor

Class	Date	Topics	Readings to prepare for this session (by book and chapters)
1	1/11	Overview Assessment, Diagnosis, and Treatment Planning Case Formulation, Goals and Interventions	DSM = DSM-IV TR EBT = Effective Brief Therapies MOM = Mind over Mood CTPD = Cognitive Therapy for Personality Disorders
2	1/18	Searching for Resources – Group Project Psychological Treatments Adjustment Disorders and Depression	OL = Online Readings Access RP = Readings in Packet EBT 1,2 MOM 1-4, DSM Review Criteria for Mood Disorders, pp. 345-428
		Relating Goals, Objectives Interventions, and Outcomes	
		Basic Interventions	
3	1/25	Depression Evidence-Based Treatments & Relationship Factors Best Practices Reports Information Literacy Medications and	MOM 5-7,10 RP Depression Section OL Evidence-Based Practice . . OL Nezu . . Chap 5, Deprx
4	2/1	Anxiety Disorders Resource Group Project Due Choose Best Practices Topics	EBT 4,5,7,9 MOM 6-8,11 DSM Review Anxiety Disorders, pp 429-484
5	2/8	Anxiety Disorders Cont.	EBT 6, 8 OL Nezu et al chap 11, PTSD MOM 9

6	2/15	Attention Deficit Disorder		TBA	
		Exam 1, part A, part B			
7	2/22	Addictive Disorders		RP	Articles in Section ,
		Alcoholism			Skinstad & Nathan
		Drug Abuse		EBT	3,

**Best Practices Reference Lists Due
(Preliminary)**

8	3/1	Addictive Disorders Continued	RP	Research on Treatment	
		Motivational Enhancement Gambling	EBT	16	Gambling
9	3/8	Eating Disorders	EBT RP	14 Section	
10	3/15	Schizophrenia & Psychotic Disorders	RP	Section	
		Dual Diagnosis	RP		
11	3/22	Insomnia Somatization Disorders	EBT	10,11,12, 15	

Best Practices Reports Due

12	4/5	Impulse Control Disorders/Trichitilomania	EBT	13, 17	
13	4/12	Personality Disorders Borderline Personality Disorder	EBT CT-PD	18,19 Complete Book	

Personal Change Projects Due

14	4/19	Exam II, Part A, Part B Due Dates TBA			
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