

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

<b>Course Name</b>	<b>Treatment Planning and Intervention with Adults</b>
<b>Course Number</b>	<b>CPSY 524</b>
<b>Term</b>	<b>Spring 2010</b>
<b>Department</b>	
<b>Textbooks/Materials</b>	

**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  
Focused Approach. Sarasota, FL,  
Professional Resource Press.**

**Readings: On reserve on moodle.**

<b>Faculty Name</b>	<b>Bruce Kenofer, Ph.D.</b>
<b>Faculty Phone/E-mail</b>	<b>bkenofer@lclark.edu (503) 846-1973</b>
<b>Faculty Office</b>	

**Catalogue Description** (*copy from current catalogue*): 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.

**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.
8. Consider ethical issues relevant to treatment planning.

**Course Calendar:**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Jan 14	Case Formulation and Treatment Planning	
Jan 21	Case Formulation and Treatment Planning	APA Task Force Norcross MOM 1, 2
Jan 28	Case Formulation and Treatment Planning	Hubble, Duncan & Miller
Feb 4	Mood Disorders	DSM Criteria MOM 2-5, 10 EBT 2
Feb 11	Mood Disorders Continued	
Feb 18	Anxiety Disorders	DSM Criteria MOM 6-8, 11 EBT 4,5,7,9
Feb 25	Midterm, Anxiety Disorders Con't	DSM Criteria Schwartz
Mar 4	Anxiety Disorders Continued Schizophrenia & Psychotic Disorders	DSM Criteria
Mar 11	Addictive Disorders, Impulse Control Disorders, ADHD	DSM Criteria EBT 3,6 MOM 12 Miller & Rollnick EBT 13,14, 17 Barkley
Mar 18	Personality Disorders	DSM Criteria

Mar 25	Spring Break	
Apr 1	Best Practices Presentations (reports due)	
Apr 8	Best Practices Presentations	
Apr 15	Couples Therapy, Cultural Issues & Remaining issues	Wheeler, Christianson & Jacobson Sue Hwang Fowers & Davidov
Apr 22	Final Exam	

**Course Requirements:**

1. Class attendance and participation is vital. This will account for 10 % of you 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. Midterm 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 pair up with another student and chose to present on a diagnosis that is not covered in the course syllabus. Topics will be decided on the second or third week of class. The Best Practices Report will be due on April 1st. Each pair of students will produce one report. 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) Model of the disorder 4) Assessment methods and instruments 5) Clear description of the intervention 6) Brief report of research supporting or contra-indicating the treatment 7) Professional/ethical/legal/spiritual/cultural issues involved with this problem 8) Addressing questions from the class (#8 for presentation only). Presentations should be approximately 40 minutes in length (with additional 5 minutes for questions). 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, model 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:**

Anorexia	Smoking
Anti-social Personality Disorder	Stuttering
Bulimia	Trichotillomania
Borderline Personality Disorder	Tourettes
Asperger's Disorder	Weight loss
Bereavement	Recurrent headaches
Body Dysmorphic Disorder	Low sexual Desire/orgasmic Disorders
Chronic Pain	Malingering
Dissociative Identity Disorder	Narcissistic Personality Disorder
Domestic Violence	
Erectile Dysfunction	
Hypochondriasis	
Insomnia	
Irritable Bowel Syndrome	
Kleptomani	

**Bibliography:** See articles on moodle