Syllabus

Treatment Planning and Intervention with Adults
Counseling Psychology 524
Spring, 2009
January 15, -- April 23;
5:30-8:45

Instructor: Gordon Lindbloom
Rogers Hall 329
Ph (503) 768-6070
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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 multifaceted 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. (CC: 7h, 7f, 5b, 2c, A5, C2, C4, C7)

2. Describe and explain the major elements of intervention (treatment) planning strategies. (CC: 5b, 5c, C2, C7)

3. Create basic treatment plans drawing on evidence-based treatments for depression, anxiety disorders, substance abuse, and other common presenting problems. (CC: 5b, 5c, 3c, C2, C4)

4. Describe and explain the application of core evidence-based psychosocial interventions for common problems in mental health and addictions treatment. (CC: 5b, 5c, 3c, C1, C2)

5. Construct means of evaluating client progress. (CC: 7g, 5b)

6. Find, evaluate, and present critical concepts and evidence about diagnosis and treatment of a specific clinical issue or disorder. (CC: 8e)
7. Identify and use information about the personal, social, and cultural context of a client’s life to formulate client-centered treatment plans. (CC: 2c, 5b, 5c, 3c, A5, C3)

8. Describe and give examples of ways to integrate client’s values, positive personal goals, religious and spiritual consciousness and commitments into treatment planning. (CC: 2c, 5b, 5c)

9. 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 (CC: C5)

10. 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. (CC: C3, C4, C7)

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:

- Other readings as assigned and provided in class or online.

Optional:


Bibliography


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


### Schedule of Class Topics and Assignments

**CPsy 524, Treatment Planning and Intervention for Adults**

**Spring, 2009**

**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 winter weather. 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.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Readings to prepare for this session (by book and chapters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/15</td>
<td>Overview&lt;br&gt;Assessment, Diagnosis, and Treatment Planning Problems, Goals and Interventions&lt;br&gt;Basic Principles of Psychological “Treatments”&lt;br&gt;Reference Search Project&lt;br&gt;Personal Change Experiments (PCE’s)</td>
<td>DSM = DSM-IV TR&lt;br&gt;EBT = Effective Brief Therapies&lt;br&gt;MOM = Mind over Mood</td>
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<tr>
<td>2</td>
<td>1/22</td>
<td>Problem-Focus, Client-Centered&lt;br&gt;Wholistic Frameworks&lt;br&gt;&lt;br&gt;&lt;strong&gt;Adjustment Disorders and Depression&lt;/strong&gt;&lt;br&gt;Relating Goals, Objectives Interventions, and Outcomes&lt;br&gt;Reference Search&lt;br&gt;PCE’s</td>
<td>EBT 2&lt;br&gt;Depression. Dobson, et. al&lt;br&gt;MOM 1-4,</td>
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<tr>
<td>3</td>
<td>1/29</td>
<td><strong>Depression and Bipolar Disorders</strong>&lt;br&gt;Evidence-Based Treatments &amp; Relationship Factors&lt;br&gt;Bipolar Disorders, Mania&lt;br&gt;Medications in Practice&lt;br&gt;Suicidal Risk and Response&lt;br&gt;PCE’s</td>
<td>MOM 5-7,10&lt;br&gt;Bipolar Disorders Otto &amp; Miklowitz</td>
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<tr>
<td>4</td>
<td>2/5</td>
<td><strong>Anxiety Disorders</strong>&lt;br&gt;Specific Phobia&lt;br&gt;Generalized Anxiety Disorder&lt;br&gt;Panic Disorder&lt;br&gt;Social Anxiety&lt;br&gt;PCE’s</td>
<td>EBT 4,5,7,9&lt;br&gt;MOM 6-8,11</td>
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5 2/12  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

EBT 6, 8
Herbert & Forman, plus TBA
PTSD
MOM 9

6 2/19  Addictive Disorders
Alcoholism
Drug Abuse
PCE’s

TBA  Skinstad & Nathan
Other . . .

7 2/26  Addictive Disorders Continued
Motivational Enhancement
Gambling
PCE’s
Best Practices Reference Lists Due (Preliminary)

Eating Disorders

EBT 14
Other  TBA

8 3/5  Schizophrenia & Psychotic Disorders
Dual Diagnosis
PCE’s
Mid-Term Exam II
Insomnia
EBT 15, 10, 11,
Pain  Thorn

10 3/19  Pain Somatization Disorders
Attention Deficit Disorders in Adults
PCE’s Due/Discuss

11 4/2  Impulse Control Disorders
Anger
EBT 13, 12, 17,
Anger  TBA

12 4/9  Personality Disorders
Borderline Personality Disorder
EBT 18,19

13 4/16  Best Practices Reports due
Personality Disorders continued

14 4/23  Best Practices Reports
Final Mid-Term