

Syllabus

Treatment Planning and Intervention with Adults Counseling Psychology 524 Fall, 2009 September 10 – December, 17 5:30-8:45

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Office Hours

Wednesday 2:00-4:00
Thursday 1:00-3:00

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.

Special Notes for this Term

THE FLU

The immediate threat of major outbreaks of the H1N1 virus-spread swine flu will be with us throughout this semester. Please follow public- and college-supported policies of NOT coming to campus and participating in classes if you are having flu symptoms. (And, do please, wash your hands frequently, cough into some disposable tissue, and observe other ways of reducing the transmission of the virus.) In this course we will work to make any such absences have as little effect as possible on your learning and your ability to complete requirements for the course and credit. Send an e-mail or voice-mail message to me if you are going to miss class due to flu symptoms (and for other unpredicted absences as well). You will not be penalized for such absences. I will try to provide access to materials and activities so you can keep up. Also, form a partnership with one or two other people in class to share notes, and other information about in-class activities you might miss. Many of us live and work in high-exposure environments so we are vulnerable, but in cooperating we can reduce those risks and help each other cope successfully if we do have the bad luck of getting the flu.

GL

MOODLE

Most of you are at least minimally familiar with online learning programs, probably with Moodle, the program/system now in use at Lewis and Clark and the Grad School. The system has major advantages for us, especially because everyone commutes. This semester for this course, I will be posting this syllabus, the course schedule, readings, learning materials and handouts, and possibly some activities for you to pursue between classes. It may also become possible to use Moodle as a way for you to submit work, even fill out questionnaires.

If you do not have the computer capabilities to access Moodle on the Lewis and Clark website, please notify me as soon as you are able to. Also, if you cannot download and read documents in MSWord, PowerPoint, or Adobe Acrobat/pdf. Format, please let me know as well.

All use of Moodle for this course is “experimental.” I will try to insure that all information and materials are available by other means if necessary so as to avoid you being left out or missing critical materials and information if you have trouble with Moodle or cannot access it. That said, students were enthusiastic last year about having course materials available on Moodle. Keep me informed of your benefits and any difficulties you have so we can make this work for us in a positive way.

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 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. (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, participation, 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.

Come to class prepared. I want our class sessions to be active, engaged experiences for us all. I want to minimize the amount of time we use going over basic concepts and information from the readings. There will be important PowerPoint presentations, with outlines provided to you, that integrate information in ways the readings do not provide. But the better amount of class time can be spent in working on cases, discussing the issues that arise, and watching/discussing demonstrations of effective strategies for helping people change. If you read the materials for each class, you will find that they are not extensive, and will give you a basis for getting into the issues of how you can help people who are suffering and struggling find hope and ways to bring about improvements in their daily experiences and their lives.

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:

DSM-IV TR (2000) Washington, D.C. American Psychiatric Association. (used as a reference, not a new purchase)

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.

Other readings as assigned and provided in class or online.

Optional:

Jongsma, A.& Peterson, L. M. (2006). The Complete Adult Psychotherapy Treatment Planner. (4th Ed.)

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.

Fisher, J. E. and W. T. O'Donohue, Eds. (2006). Practitioner's Guide to Evidence-Based Psychotherapy. New York, NY, Springer.

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.

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.

Nezu, A. et al (2004) Cognitive-Behavioral Case Formulation and Treatment Design: A Problem-Solving Approach. New York, NY. Springer Publishing Company.

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
Fall, 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.

Class	Date	Topics	Readings to prepare for this session (by book and chapters)
1	9/10	Overview Assessment, Diagnosis, and Treatment Planning Problems, Goals and Interventions Basic Principles of Psychological "Treatments" Reference Search Project Personal Change Experiments (PCE's)	DSM = DSM-IV TR EBT = Effective Brief Therapies MOM = Mind over Mood
2	9/17	Problem-Focus, Client-Centered Wholistic Frameworks Adjustment Disorders and Depression Relating Goals, Objectives Interventions, and Outcomes Reference Search PCE's	EBT 2 Depression. Freeman, et. al MOM 1-4, DSM Criteria for Mood Disorders
3	9/24	Depression and Bipolar Disorders Evidence-Based Treatments & Relationship Factors Bipolar Disorders, Mania Medications in Practice Suicidal Risk and Response PCE's	MOM 5-7,10 Bipolar Disorders Otto & Miklowitz Suicidal Clients Freeman, et al
4	10/1	Anxiety Disorders Specific Phobia Generalized Anxiety Disorder Panic Disorder Social Anxiety PCE's	EBT 4,5,7,9 MOM 6-8,11 Freeman, et al

5	10/8	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	10/15	Addictive Disorders Alcoholism Drug Abuse PCE's	TBA Skinstad & Nathan Other . . .
7	10/22	Addictive Disorders Continued Motivational Enhancement Gambling PCE's Best Practices Reference Lists Due (Preliminary)	TBA Motivational Enhancement EBT 16 Gambling
8	10/29	Eating Disorders PCE's	EBT 14 Other TBA
9	11/5	Schizophrenia & Psychotic Disorders Dual Diagnosis PCE's Mid-Term Exam II	TBA
10	11/12	Insomnia Pain Somatization Disorders Attention Deficit Disorders in Adults PCE's Due/Discuss	EBT 15, 10, 11, Pain Thorn
11	11/19	Impulse Control Disorders Anger	EBT 13, 12, 17, Anger TBA
12	12/3	Personality Disorders Borderline Personality Disorder	EBT 18,19
13	12/10	Best Practices Reports due Personality Disorders continued	
14	12/17	Best Practices Reports Final Mid-Term	