

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

Please attach completed Course Syllabus Cover Sheet to course syllabus.

<b>Course Name</b>	<b>Treatment Planning and Intervention with Adults</b>
<b>Course Number</b>	<b>CPSY 524</b>
<b>Term</b>	<b>Summer 2008</b>
<b>Department</b>	
<b>Textbooks/Materials</b>	<b>Greenberger, D. and Pedesky, C. (1995) . Mind Over Mood: A Cognitive Behavioral Manual for Clients. New York, Guilford.</b>  <b>Herson, M. &amp; Biaggio, M., EDS. (2000). Effective Brief Therapies: A Clinicians Guide. San Diego, CA, Academic Press.</b>  <b>DSM IV TR (2000). Washington, D.C. American Psychiatric Association.</b>  <b>Young, J. (1999). Cognitive Therapy for Personality Disorders: A Schema Focused Approach. Sarasota, FL, Professional Resource Press.</b>  <b>Readings: On Moodle</b>
<b>Faculty Name</b>	<b>Bruce Kenofer, Ph.D.</b>
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**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.

**Course Calendar:**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
May 6	Case Formulation and Treatment Planning	
May 13	Case Formulation and Treatment Planning	APA Task Force Norcross MOM 1, 2
May 20	Case Formulation and Treatment Planning	Hubble, Duncan & Miller
May 27	Mood Disorders	DSM Criteria MOM 2-5, 10 EBT 2
June 3	Anxiety Disorders	DSM Criteria MOM 6-8, 11 EBT 4,5,7,9
June 10	Midterm/Anxiety Disorders Continued	DSM Criteria Schwartz
June 17	Dissociative Disorders/ Schizophrenia And Psychotic Disorders/ Addiction	DSM Criteria EBT 3,6 MOM 12 Miller & Rollnick
June 24	Impulse Control Disorders & Attention Deficit Disorder	DSM Criteria EBT 13,14, 17 Barkley
July 1	Personality Disorders	DSM Criteria CT-PD EBT 18-19
July 8	Best Practices Presentations (reports due)	
July 15	Best Practices Presentations	

July 22	Couples Therapy, Cultural Issues & Remaining issues	Wheeler, Christianson & Jacobson Sue
July 29	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. Students will work in groups of four in order to research and provide a class presentation on one of topics described below. The Best Practices Report will be due on July 8th. I will assign dates for presentations. Your presentation and paper should include the following: 1) Description and model of the disorder 2) The process or avenues through which people access treatment 3) Assessment methods and instruments 4)

Clear description of the intervention(s) 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). The class presentations should be approximately one hour 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 to treatment
- 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:**

Gambling  
Dissociative Identity Disorder  
Eating Disorders  
Borderline Personality Disorder  
Chronic Pain  
Sexual Dysfunctions  
Conduct Disorder

**Bibliography: See Reserves**