

Syllabus

Treatment Planning and Intervention with Adults Counseling Psychology 524 Summer, 2008 May 8 -- August 7 6:00 to 9:30

Instructor: William Soles
Miller 208
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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 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 drawing on evidence-based treatments 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 evidence about diagnosis and treatment of a specific 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:

1. Regular attendance and active participation in class sessions and workgroups*.
2. Complete individual and group treatment planning exercises as assigned.
3. Complete best practices report and presentation in working with a client problem which is not a major focus of attention in the regular class sessions.
4. Complete an experimental personal change intervention project. A guide will be provided.
5. Complete mid-term & final exams with satisfactory scores.

*Best Practice 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 chose to present on a diagnosis that is not covered in the course syllabus. You should clear your topic with me by the third week of class, as no two students will report on the same disorder, the sooner you choose your topic the wider choice you will have to choose from. The Best Practice Report will be due July 10th. 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 though which people access treatment 3) Assessment methods and instruments 4) Clear description of intervention 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). Presentations should be approximately 20-30 minutes 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
- 2) Clarity and quality of the description of the assessment and treatment
- 3) Clarity and quality of the presentation of research findings
- 4) Presentation style (pacing, volume, eye contact, visual aids, handling questions)

Potential topics:

Asperger's Disorder
Assertiveness Training
Bereavement
Body Dysmorphic Disorder
Chronic Pain
Dissociative Identity Disorder
Domestic Violence
Erectile Dysfunction
Hypochondriasis
Insomnia
Kleptomania
Malingering
Orgasmic Disorders
Trichotillomania
Tourette's syndrome

Evaluation Criteria:

Exams (midterm & final) 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 assigned based on general levels of exceptional mastery, competent mastery, minimal mastery, and insufficient mastery.

Best Practices Presentation 10% of grade

Best Practices Report 20% of grade

Personal Change Experiment 10% 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. 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.

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

Linehan, M (1993). Skills Training Manual for Treating Borderline Personality Disorder. New York, Guilford.

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
Summer, 2008
William Soles, MA, NCC, LPC, 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 fate. 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 .

Class	Date	Topics	Readings to prepare for this session (by book and chapters)
1	5/8	Case Formulation and Treatment Planning	DSM = DSM-IV TR EBT = Effective Brief Therapies MOM = Mind over Mood TP = Treatment Planning STM = Skills Training Manual
2	5/15	Case Formulation and Treatment Planning	EBT 1 MOM 1, 2 DSM pp 1-37 STM 7 & pp 109-113
3	5/22	Adjustment Disorders & Mood Misorders Personal Change Experiments	DSM Criteria MOM 3-5, 10 TP pp 86-92, 171-178, 183-289 EBT 2
4	5/29	Anxiety Disorders Personal Change Experiments	DSM Criteria EBT 4-6 MOM 6-8, 11 TP pp 24-31, 194-200, 222-228

5	6/5	Anxiety Disorders Cont. Personal Change Experiments	DSM Criteria EBT 7-9 TP pp 187-193, 229-237 STM 10, pp 165-180
6	6/12	Midterm Schizophrenia & psychotic disorders PCE's	DSM Criteria TP pp 238-243
7	6/19	Addictive Disorders PCE's	DSM Criteria EBT 3, TP pp 46-61 MOM 12
8	6/26	Eating Disorders, impulse control disorders, & ADD PCE's	DSM Criteria EBT 14, 16, & 17 TP pp 139-143
	7/3	No class	
9	7/10	Best Practice Presentations (reports due) PCE's	
10	7/17	Best Practice Presentations PCE's	
11	7/31	Personal Change Experiments Reporting Personality Disorders	DSM Criteria EBT 18 & 19 STM 1, 4, 8, 9, pp 115-164
12	7/31	Couples therapy/cultural issues/remaining issues	EBT 21-22 TP pp 144-151
13	8/7	Final Exam	