

**COURSE APPROVAL DOCUMENT**  
Southeast Missouri State University

Department: Psychology\_\_\_\_\_

Course No. PD685\_\_\_\_\_

Title of Course: \_Intervention Planning\_\_\_\_\_

Date: \_August 1, 2015\_

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Please check: X  New  
 Revision

I. Catalog Description (Credit Hours of Course): Students develop intervention plans at an internship site using theoretical knowledge and skills gained from previous practica.(0)

II. Co- or Prerequisite(s): Prerequisite PD683

III. Purposes or Objectives of the Course (optional):

- 1) Develop skills in conceptualizing cases, taking multiple variables and personal/social factors into account.
- 2) Understand appropriate, validated, and recommended clinical interventions for specific conditions.
- 3) Utilize theoretical information from various models to select approaches to treatment planning.

*Add additional Objectives as needed*

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will develop a successful intervention plan for a specific case, taking into consideration personal or social factors that might influence treatment planning.
- 2) The student will describe the theoretical bases of models that underlie the above plan.
- 3) The student will describe empirical evidence that indicates the above approach to treatment is valid, and how it conforms to recommended clinical interventions for specific conditions.

*Add additional SLOs as needed*

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See course syllabus.
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: \_\_\_\_\_  
Chair

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Dean

Date: \_\_\_\_\_

**PONCE HEALTH SCIENCES UNIVERSITY  
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

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|---------------------------|------------------------------------------------------|
| <b>COURSE TITLE</b>       | Conceptualization & Intervention Planning            |
| <b>CODING</b>             | PSY 685                                              |
| <b>CREDIT HOURS</b>       | 0 credits                                            |
| <b>CONTACT HOURS</b>      | 250                                                  |
| <b>PREREQUISITE</b>       | PSY 683                                              |
| <b>PROFESSOR</b>          | <b>Job Description: Intervention - Psychotherapy</b> |
| <b>TEACHING ASSISTANT</b> |                                                      |
| <b>OFFICE HOURS</b>       |                                                      |
| <b>EMAIL ADDRESS</b>      |                                                      |
| <b>SEMESTER</b>           |                                                      |

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**COURSE DESCRIPTION:**

This is the practicum experience for the second semester of the second year. The student will be placed in a community practicum site during the semester. Once per week, the students will meet with their practicum coordinator to discuss relevant issues related to their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practica and theoretical courses with the experiences they are having at their practicum site.

**GENERAL OBJECTIVE:**

The general objective is to expose students to a theoretical framework to develop a case conceptualization and intervention design.

**SPECIFIC OBJECTIVES:**

At the end of the course students will:

- Reflect on the role of the psychotherapist in its conceptualization and treatment planning activities and responsibilities.
- Develop skills in conceptualizing clinical cases
- Take in consideration multiple variables as personal and/or social factors that might influence a case conceptualization and treatment planning.
- Develop basic skills in the development of an intervention plan.
- Acquire theoretical information from different models in order to select an adequate approach to treatment planning and conceptualization.
- Familiarized with appropriate, validated, and recommended clinical interventions for specific conditions
- Learn to consider different aspects of cultural diversity when developing a theoretical conceptualization and designing a treatment plan.

**COURSE OUTLINE:**

- I. Introduction to the practicum**
  - A. Practicum overview and Requirements
  
- II. Development of a Clinical Conceptualization**
  - a. Developing Observational Skills
    - Gathering basic information during intake
  - b. Essential Evaluations & Assessments
    - Gathering information during therapy
  - c. First Session: Diagnosis & Treatment Planning
  - d. Development of clinical hypothesis
  - e. Confirmation of clinical hypothesis
  - f. Integration of information from records
  - g. Integration of information from tests

- h. Final integration of information to develop a comprehensive conceptualization

Reading: Albronda, J. (1998). *Building Basic Therapeutic Skills: A Practical Guide for Current Mental Health Practice*. Jossey-Bass Publishers, San Francisco.

### III. Conceptualization Models: An overview

- i. Psychodynamic theories
- j. Behavioral theories
- k. Cognitive and Cognitive Behavioral Theories
- l. Other approaches

**Objective:** To review the most recognized models for conceptualization in Clinical Psychology.

### IV. A Review of Psychotherapeutic Interventions

- a. Psychoanalysis
- b. Adlerian
- c. Analytical
- d. Person centered
- e. Rational Emotive Behavior
- f. Behavior
- g. Cognitive
- h. Existential
- i. Reality
- j. Multimodal
- k. Family
- l. Group

**Objective:** To review theoretical information from different models in order to select an adequate approach.

#### Readings:

Corsini, R. & Wedding, D. (1995). *Current psychotherapies, 9<sup>th</sup> Edition*. Itasca, ILL: Publishers.

### III. Intervention Planning Development

- a. How to develop an intervention plan for adult, adolescents, and children
  - Problem definition
  - Diagnosis: Aspects to consider
  - Goal development (long-term and short-term)
  - Therapeutic interventions
- b. Cases discussion
- c. Special issues: domestic violence, homosexuality, cultural diversity and gender issues.

**Objective:** The students will develop the skills to understand, conceptualize, and design an intervention plan of a clinical case taking into consideration multiple variables (personal and/or social factors) that might influence a case.

#### Readings:

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)*. Washington: APA.

Hill, C. & O'Brien, K. (1999). *Helping skills: Facilitating exploration, insight, and Action* (pp.19-80). Washington, DC: American Psychological Association.

Johnson, S. (1997). *Therapist's guide to clinical intervention: The 123's of treatment planning*. New York, NY: Academic Press.

Jongsma, A., Peterson, M., & McInnis, W. (2000). *The adolescent psychotherapy treatment planner*. New York, NY: John Wiley & Sons.

Jongsma, A & Peterson, M. (1995). *The complete psychotherapy treatment planner*. New York, NY: John Wiley & Sons.

### **STUDENT EVALUATION CRITERIA:**

Evaluation of the student performance will be based on:

- Attendance - 50 pts
- Class participation and daily class exercises – 50 points
- Conceptualization of a case – 50 points
- Case presentation – 100 points

Note: To 'approve' (AP) the course the student must have at least 80% in his/her grade. A score of less than 79% will be considered as 'not approved' (N/AP).

As stated in the course description, Psy 683 has two components. One is didactic and the other experiential. To approve the practicum, the student needs to satisfy the requirements specified above and needs to obtain satisfactory evaluation from their site supervisor. In the absence of a positive evaluation in any of the two components the student will not be allowed to register next semester in the next practicum of the sequence.

### **EXPLANATION:**

**Class participation:** (50 points). The professor will expect an active student participation in class discussions and case conceptualizations.

**Students' implementation of acquired skills in conceptualization of cases:** (50 points). This will be evaluated through a conceptualization of a case. The case will be the same for all students.

**Case presentation:** (100 points) As a final outcome, the student will present to the professor and his/her peers one of the cases of the Practicum site. The presentation will include a conceptualization and intervention based on the selected theoretical and psychotherapeutic model.

**Total:** 250 points

### **TEACHING STRATEGIES AND ACTIVITIES:**

- Discussion of topics
- Lectures
- Visual resources
- Class discussions of cases and readings
- Presentation of conceptualization methods for adults and children cases
- Students presentations of their cases from different clinical sites

### **RESOURCES:**

- Library (journals, chapter readings, books, and other relevant material)
- Visual aids
- Textbooks and other suggested readings

### **OTHER IMPORTANT INFORMATION**

#### Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the

human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

#### Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

#### Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

#### Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

#### Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

### **TEXTBOOK:**

Corsini, R. & Wedding, D. (1995). *Current psychotherapies*. Itasca, ILL: F.E. Peacock Publishers.

### **BIBLIOGRAPHY:**

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)*. Washington: APA.

Albronda, J. (1998). *Building Basic Therapeutic Skills: A Practical Guide for Current Mental Health Practice*. Jossey-Bass Publishers, San Francisco.

Berman, P. S. (1997). *Case Conceptualization and Treatment Planning: Exercises for Integrating Theory with Clinical Practice*. California: Sage Publications, Inc.

Bernal, G. & Martínez-Taboas, A. (2005). *Teoría y Práctica de la Psicoterapia en Puerto Rico*. Hato Rey, PR: Publicaciones Puertorriqueñas, Inc.

Fiest, J. (1994). *Theories of personality*. Guilford, CT: Brown & Benchmark.

Hill, C. & O'Brien, K. (1999). *Helping skills: Facilitating exploration, insight, and action*. Washington, DC: American Psychological Association.

Hoyt, M. (2000). *Some stories are better than others: Doing what works in brief therapy and managed care*. Philadelphia, PA: Brunner/Mazel.

Johnson, S. (1997). *Therapist's guide to clinical intervention: The 123's of treatment planning*. New York, NY: Academic Press.

Jongsma, A., Peterson, M., & McInnis, W. (2000). *The adolescent psychotherapy treatment planner*. New York, NY: John Wiley & Sons.

Jongsma, A & Peterson, M. (1995). *The complete adult psychotherapy treatment planner*. New York, NY: John Wiley & Sons.

Nathan, P. & Gorman, J. (1998). *A guide to treatments that work*. New York, NY: Oxford University Press.

#### **OTHER READINGS:**

Barlow, D. & Durand, V. M. (2001). *Psicología anormal: Un enfoque integral*. México: Thompson Learning.

Beck, J. (1995). *Cognitive therapy: Basics and beyond*. New York, NY: The Guilford Press.

Clegg, J. (1998). *Critical issues in clinical practice*. Thousand Oaks: CA: Sage.

Spitzer, R., Gibbon, M., Skodol, A., Williams, J., & First, M. (1994). *DSM-IV Case book*. Washington, DC: American Psychiatric Association.

## **APPENDIX**

### **INSTITUTIONAL ATTENDANCE POLICY**

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

### **PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM**

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: 1. "the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner".

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. using words or thoughts of authors without giving due credit.
- b. presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. not using quotation marks to identify the exact words of an author.
- e. taking information from Internet without citing the source.
- f. buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.