PSY503 Psychodiagnostic & Advanced Therapy Skills

Reformed Theological Seminary – Orlando
January 20th, 21st, 27th & 28th (8:30 a.m. - 4 p.m.); January 22nd & 29th (8:30 a.m. - 12 p.m.)
Winter Term 2015, 3 credit hours
Instructors: Scott Coupland, Ph.D. Jim Coffield, Ph.D.
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E-mail: scoupland@rts.edu jcoffield@rts.edu
Office Hours: By appointment By appointment

PURPOSE
This course is designed to provide students with theoretical categories, conceptual schemas, and associated methodologies for organizing clinical and psychodiagnostic material that will be useful in the identification, understanding, and ultimate treatment of diagnosable mental states and disturbed functioning. The emphasis of the course will be on application of case conceptualization and intervention skills to treatment planning.

OBJECTIVES
As a result of participation in this course the student will:
1. Be sensitized to the necessity for careful and thoughtful review of clinical material in order to appreciate the complexity of psychological processes and psychopathology.
2. Obtain the theoretical, methodological, and technical background to appropriately assess diverse treatment populations.
3. Understand from presenting information and initial interactions how to hypotheses, diagnosis, and apply appropriate intervention strategies.
5. Develop and demonstrate an understanding of the counseling process models and concepts.
6. Develop the skills necessary to analyze and synthesize clinical data for the purpose of intervening with clients in accordance with a treatment plan.
7. Be able to write effective treatment plans for specific DSM-5 diagnoses.
8. Present a detailed written case review.
9. Understand and articulate an interpersonal process model of therapy.

LEARNING FORMAT
Lecture, group discussion, case studies, and class presentations

CLASS SCHEDULE
1/20 Theoretical categories for interpreting and understanding client problems
1/21 Counseling models, conceptual schemas and treatment planning
Case studies: DSM-5 diagnoses and treatment planning
1/22 Case studies: DSM-5 diagnoses and treatment planning
1/27 Case conceptualization from an interpersonal relational perspective
1/28 Case conceptualization of sexual abuse
Case conceptualization of depressive disorders
1/29 Case conceptualization of anxiety-based disorders
REQUIRED TEXTS

REQUIREMENTS
1. Complete the required reading. Complete your reading report found on your Canvas account. 
**Due date: February 26, 2015**

2. Write a treatment plan for theoretical client according to the format presented in class. A recorded clinical interview will be provided on your Canvas account. Complete the treatment plan form on your Canvas account. 
**Due date: February 26, 2015**

3. Complete a case presentation of one of your clients from the Oviedo Counseling Clinic. This will involve an extensive write-up using the format given to you in class as well as a review of a recorded segment of your clinical work with the client. Each presentation will be 1 hour in length. Students will participate in the discussion of their peers’ presentations. 
**Due date: Presentation dates will be assigned.**

4. Complete reflective questions on your Canvas account for each chapter of Teyber & McClure: *The Interpersonal Solution.*
**Due date: February 26, 2015**

GRADING
The final course grade will be assigned according to the following schedule:
- Required reading ....................................................... 20 points
- Treatment plan .......................................................... 20 points
- Case presentation ...................................................... 40 points
- Reaction and critique paper ...................................... 20 points
- Total points ............................................................. 100 points

Course grades will be determined by adding points from the five progress notes, required reading, and critique and supervision assignments. Grades will be based on the following scale:
- A = 97-100 points  B- = 86-87 points  D+ = 75-77 points
- A- = 94-96 points  C+ = 83-85 points  D = 72-74 points
- B+ = 93-91 points  C = 80-82 points  D- = 70-71 points
- B = 88-92 points  C- = 78-79 points  F = below 70 points

ACADEMIC STANDARDS
Classroom attendance and participation is required at all class sessions. If a student should miss any portion of class, it is expected he/she will contact another student regarding the information covered. It is the student’s responsibility to notify a professor if he/she cannot attend class.
Unexcused absences will affect the student’s grades. If an emergency arises, please contact a professor as soon as possible.

All assignments will be due on the date specified in the syllabus. For each day an assignment is late, 5 points will be deducted from the total score.

The instructor reserves the right to modify the schedule and grading policy as needed.

APA format is required for all papers
## MAC Student Learning Outcomes

In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.

<table>
<thead>
<tr>
<th>FOUNDATIONS</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling/soul care, a variety of counseling models and theories, ethics and professional standards of practice, and a psychological, biblical and theological framework for counseling/soul care.</td>
<td>Minimal</td>
<td>Overview of some counseling models, but one in particular.</td>
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<tr>
<th>COUNSELING, PREVENTION, AND INTERVENTION</th>
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<td>Able to describe and apply the principles of mental and spiritual health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a cultural/global society.</td>
<td>Moderate</td>
<td>Discussion and demonstrations of interventions.</td>
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<th>DIVERSITY AND ADVOCACY</th>
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<td>Understands and demonstrates how living in a cultural/global society affects clients who are seeking clinical mental health counseling services, as well as the effects of sin such as racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.</td>
<td>Minimal</td>
<td>Some discussion of how racial, ethnic, and cultural identity affects case conceptualization.</td>
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<th>ASSESSMENT</th>
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<td>Understands and applies various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.</td>
<td>Strong</td>
<td>Students will conduct a diagnostic interview, write it up in the form of a case presentation, and presented it.</td>
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<td>Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental health counseling through a biblical worldview.</td>
<td>Minimal</td>
<td>Some discussion of the part of evidence-based practice in case conceptualization.</td>
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<td>Knows and applies the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM), and evaluates them through a biblical and theological framework.</td>
<td>Strong</td>
<td>Application of DSM diagnoses to case studies.</td>
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<th>INTEGRATION</th>
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<td>Integration of biblical &amp; theological concepts with counseling practices.</td>
<td>Moderate</td>
<td>Discussion of biblically- and theologically-informed concepts as applied to case conceptualization.</td>
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<td>Demonstrates a love for Triune God</td>
<td>Moderate</td>
<td>Students apply their understanding case conceptualization to actual cases.</td>
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