**1 PSY 5110 Psychodiagnostics**

**Reformed Theological Seminary. MAC Jackson site**

Spring term 2020, 2 Credit Hours

**Instructor Class meeting times**

William Richardson, Ph.D.Thursdays 1-3:00 p.m.

brichardson@rts.edu Office hours Wednesdays.

601 209 2399 6-8:00 p.m. by appointment

**Course Description**

This course is designed to provide students with theoretical categories, concepts, and methods for organizing client diagnostic material that will be useful in case conceptualization, treatment planning, the development of measurable treatment outcomes and lethality assessment. Students will gain experience in psychodiagnosis of common client behaviors such as mood disorders, trauma, and relationship dysfunction.

**Course Objectives (CO), Knowledge and Skill Outcomes:**

For students to demonstrate comprehension of the following CO’s.

(Relevant CACREP Standards are parenthesized after each CO.)

CO1. **Case Conceptualization Skills.** Essential case conceptualization and treatment planning skills (2.F.5.g, h; 5.C.1.c; 5.C.3.a.)

CO2. **Assessment for treatment planning**. Intake Interview, biopsychosocial history, mental health history and psychological assessment for treatment planning (2.F.5.g,h.i; 5.C.3.a.)

CO3. **Case Conceptualization Models**. Principles, models, and documentation formats of biopsychosocial case conceptualization for treatment planning (5.C.1.c, 2.F.5.g,h)

CO4. **Differential Diagnosing.** Diagnostic process, i.e., differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (5.C.1.e; 5.C.2.d; 5.C.3.a; 2.F.7.l,m))

CO5. **Treatment Plan Development.** The process of developing treatment plans for common counseling issues. (5.C.3.a; 2.F.5.h)

CO6. **Development of Client Goals.** The process of developing measurable outcomes for client goals. (2.F.5.i)

CO7. **Risk Assessment.** Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (2.F.7.c)

CO8. **Reporting Abuse.** Developing procedures for reporting abuse (2.F.7.d)

CO9. **Lethality Prevention.** Strategies for lethality prevention (2.F.5.l,m)

**Methods of Instruction**

* Traditional classroom format.
* Experiential learning via video and role-play assignments.

**Assignments (Student Performance Evaluation Criteria)**

A1. **Video** **Case Studies: case conceptualization, treatment planning and progress notes (40%)** Students will watch a series of four counseling session-segments in and/or out of class and will write a treatment plan and progress note for each one using the format discussed in class. (Case study 1 will be session 1 of *In Treatment* with Alex at Amazon Prime or <https://www.dailymotion.com/video/x6rj0is> )

 Professor will grade on a categorized rating scale (Session Note Rating Scale) to be distributed and explained in class (See Syllabus Appendix 1). One-time re-submissions are allowed.

 A1.1 – *In Treatment* with Alex

 A1.2 – Dr.R. with Carolyn (In class)

 A1.3 – D. Schwartz with Tom (In class)

 A1.4 – D. Schwartz with couple (In class)

A2. **Current Case conceptualization and treatment plan presentations (30%).** Students will develop updated treatment plans on 2 of their **current cases** at the RTS Counseling Center (A2.1, A2.2). In-class “staffing” case presentations will be made on one of those cases. Professor will grade on a categorized rating scale (Session Note Rating Scale) to be distributed and explained in class (See Syllabus Appendix 1). One-time re-submissions are allowed.

A3. **“Take-home Quizzes”** **(30%).** Students will generate take-home quizzes in the form of 5 salient chapter points on the Okun & Suyemoto text, chapters 1-8. Generated quizzes must be submitted via CANVAS in congruence with reading due-dates on the Course Schedule. Submission by 6:00 p.m. on due date. These assignments will be weighted as 10 point quizzes. A ½ point will be deducted per weekday late.)

**Material**

**Required Course Reading**:

M1. Okun, B. F., & Suyemoto, K. (2012). *Conceptualization and treatment planning for effective helping.* Independence, KY: Brooks/Cole. ISBN: 978-1133314059.

**Reference Sources**

 M2. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, (5th ed.) DSM-5* Washington, D.C.: American Psychiatric.

M3. Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner.* Hoboken, NJ: Wiley.

M4. *RTS Counseling Center Handbook* (2020).

**PSY 504 Psychodiagnostics Course Process and Schedule update**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day and Lecture #** | **Topic** | **Assignment A1 Take-home quiz** | **Assignments 2 and 3** | **Standards** |
|   |   |   |   |   |
| 1 | Case conceptualization, treatment planning and documentation: An Overview |   |   | 5.C.1.c |
| 2 | Case conceptualization, treatment planning and documentation: An Overview (contd) |   |   | 5.C.3.a; 2.F.5.g-i |
| 3 | Client descriptors, Case study 1 - Application |  Ch1 |  A1.1 | 5.C.3.a, |
| 4 | Presenting problems, Case study 1 (contd) |  Ch2 |   | 2.F.5.g |
| 5 | Case conceptualization, operational definitions and psych assessment |  Ch3 |  A1.2 | 2.F.5.g,h; 5.C.1.c,e |
| 6 | Problem and goal definitions in treatment planning |  Ch4 |   A2.1 due | 2.F.5.g,h,i |
| 7 | Problem and long-goal definitions, Case study 2 - Application |  Ch5 |  A1.3 |  5.C.3.b |
| 8 | Short-term objectives and Progress notes |  Ch6 | A2.2 due | 2.F.5.g,h,i |
| 9 | Mood Disorders, Case Study 3 - Application |  Ch7 |  A1.4 | 2.F.5.j |
| 10 | Abuse reporting, Suicide/homicide assessment and intervention |  Ch8 |  A2. Presentations | 2.F.5.l,m; 5.C.3.b |
| 11 | Personality Disorders and Psychotic Disorders |   |  A2. Presentations | 5.C.2.b-d |
| 12 | Family and couple systems diagnosis and treatment planning |   |  A2. Presentations | 2.F.5.b |
| 13 | Substance use disorders and considerations of client referral |   |  A2.Presentations | 5.C.2.e |

**Policies and Important Information**

Written work must conform to American Psychological Association (APA) style (if APA style is applicable to assignments). If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. https://owl.english.purdue.edu/owl/resource/560/01/). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Access to Research Database.** RTS provides MAC students with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

**Submission of work**. All assignments should be submitted via CANVAS. Assignments in the form of in-class work may be added to this syllabus.

**Late work.** All assignments are due by 6:00 p.m. as scheduled regardless of attendance, unless prior arrangements are made in writing with the instructor. All assignments will be weighted as 10 point quizzes. A ½ point will be deducted per weekday late.

**Grading Scale:**

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F (Below 70)

**Attendance Policy:**

Regular attendance is expected and required. Excessive absences (more than 2 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

**­Student Learning Outcome Table**

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in other sections of this syllabus.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CACREP Standard(s)** | **Course Objective** | **Material** | **Lecture** | **Assignments** |
| 2.F.5.g, h, 5.C.1.c., 5.C.3.a | CO1. Case Conceptualization Skills | M1. Okun & Suyemoto  | L1-3 |   |
| A1, Video Case Studies, A2, Current Case studies, & |
| A3, Text reading “quizzes” |
| are all relevant for CO 1-6 |
|   |
|   | CO2. Assessment for Treatment Planning | M1. Okun & Suyemoto  | L4-6 |    |
| 2.F.5.g,h.i. |  |
| 5.C.3.a |   |
|   |   |
| 5.C.1.c | CO3. Case Conceptualization Models,  |   | L7-9 |   |
| 2.F.5.g,h. | M1. Okun & Suyemoto |   |
| 2.F.7.e |   |   |
| 5.C.1.e. 5.C.2.d 5.C.3.a. 2.F.7.e,l | CO4. Differential Diagnosing  | M1. Okun & Suyemoto M2. Jongsma, et al. M3. DSM-5 | L7-9 |   |
|   |
|   |
|   |
| 5.C.3.a. 2.F.5.h,  | CO5. Treatment Plan Development | M1. Okun & Suyemoto M2. Jongsma, et al.,  | L7-9 |   |
| 2.F.5.i | CO6. Development of Client Goals |  | L7-9 |   |
| M1. Okun & Suyemoto |   |
| M2. Jongsma, et al.,  |   |
|   |   |
| 2.F.7.c | CO7. Risk Assessment | M1. Okun & Suyemoto | L10, 13 |  A3, Text Reading “quizzes” are relevant to CO 7-9 |
| M4. Center Handbook |   |
| 2.F.7.d | CO8. Reporting Abuse | M1. Okun & Suyemoto M4. Center Handbook | L10, 13 |   |
|   |
| 2.F.5.l,m | CO9. Lethality Prevention | M1. Okun & Suyemoto M4. Center Handbook | L10, 13 |   |
|   |

**APPENDIX 1**

**PSY 5110 Session Note Rating Scale**

For each item provide a Likert rating of 1-4 and comments for ratings below 3.

1. Does not meet expectations
2. Partially meets expectations
3. Meets expectations
4. Exceeds expectations

|  |  |  |
| --- | --- | --- |
| **BASIC DATA** | **RATING** | **COMMENTS** |
| 1. Descriptors |   |   |
| 2. Presented Problem |   |   |
| 3. Presented Goal |   |   |
| **PROBLEM DEFINITION** |   |   |
| 4. Observational language |   |   |
| 5. Behavioral Descriptions |   |   |
| **LONG-TERM GOALS** |   |   |
| 6. Relation to Problem Definition |   |   |
| 7. Measurable |   |   |
| 8. Achievable |   |   |
| **OBJECTIVES AND INTERVENTIONS** |   |   |
| 9. Relation to Long-term Goals |   |   |
| 10. Measurable |   |   |
| 11. Achievable |   |   |
| **PROGRESS NOTE** |   |   |
| 12. Observational language |   |   |
| 13. Volume |   |   |
| 14. Connected to Problems, Goals, Objectives |   |   |
|  |   |   |
| **15. OVERALL (Average)** |   |   |



**Course Objectives Related to MAC\* Student Learning Outcomes**

Course: PSY 5110 Psychodia

Professor:

Campus:

Date:

|  |  |  |
| --- | --- | --- |
| **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.*  | **Rubric*** **Strong**
* **Moderate**
* **Minimal**
* **None**
 | **Mini-Justification** |
| **Professional Counseling Orientation & Ethical Practice** | Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling. | Moderate | Case conceptualization, treatment planning for each client and documentation thereof is an ethical requirement |
| **Social & Cultural Diversity** | Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one’s own life and career and those of the client. | Moderate | Accurate case conceptualization necessarily incorporates diversity. |
| **Human Growth & Development** | Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.  | Moderate | Accurate case conceptualization involves biopsychosocial assessment |
| **Career Development** | Understands and applies theories and models of career development, counseling, and decision making. | Minimal | Vocational considerations may be pertinent |
| **Counseling & Helping Relationships** | Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans. | Moderate | Necessary for successful assessment and treatment |
| **Group Counseling & Group Work** | Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness. | Minimal | When cases involve multiple person client units |
| **Assessment & Testing** | Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include 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. | Strong | Accurate case conceptualization necessarily incorporates accurate assessment/diagnosis |
| **Research & Program Evaluation** | Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling. | Minimal | Ability to comprehend and critically utilize research is part of necessary foundation for useful psychodiagnostics work |
| **Clinical Mental Health Counseling** | Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. | Strong | Accurate case conceptualization is necessary for useful treatment |
| **Integration (Biblical/Theological)** | Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices. | Minimal | Necessarily foundational though not literal aspects of course content |
| **Sanctification** | Demonstrates a love for the triune God. | Minimal | (Same as immediately above) |