**1PSY5110 Psychodiagnostics**

**Reformed Theological Seminary. MAC Jackson site**

2 Credit Hours

**Instructor Class meeting times**

William Richardson, Ph.D.Spring term 2021

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6013168013 Office hours Wednesdays.

6012092399 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 disorders and behaviors such as, depressive disorders, anxiety disorders, trauma-related disorders, and relational problems.

**Course Objectives (Knowledge and Skill Outcomes)**

Students will demonstrate comprehension of the following:

CO1. **Case Conceptualization Skills.** Essential case conceptualization and treatment planning skills (2.F.5.g, h.)

CO2. **Assessment for treatment planning**. Intake Interview, biopsychosocial history, mental health history and psychological assessment for treatment planning (5.C.3.a)

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

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.2.d, 5.C.2.m)

CO5. **Treatment Plan Development.** The process of developing treatment plans for common counseling issues. (5.C.1.c, 5.C.2.m)

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)

**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 plans, and progress notes (40%)** Students will watch a series of four counseling session-segments in and will write a treatment plan and progress note, i.e., session note for each one using the format discussed in class.

Each session-note submission will be graded via a categorized rating scale (Session Note Rating Scale posted on Canvas) to be distributed and explained in class. (A ½ point will be deducted from the score average per total weekdays late, if any).

A1.1 – The Case of Carolyn (In class)

A1.2 – The Case of Richard (In class)

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

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

A2. **Current Case Studies: case conceptualization, treatment plans, and progress notes (20%).** Students will develop updated treatment plans on 2 (A2.1 and A2.2) of their **current cases** at the RTS Counseling Center.

Each session-note submission will be graded via a categorized rating scale (Session Note Rating Scale posted on Canvas) to be distributed and explained in class. (A ½ point will be deducted from the score average per total weekdays late, if any).

Each student will make a 30 min class presentation on one of their 2 current cases chosen for this assignment.

A3. **Chapter reviews** **(40%).** Students will generate chapter summaries of the assigned Okun & Suyemoto text chapters (1-8). Summaries must be submitted via CANVAS in congruence with reading due-dates on the Course Schedule. Submission by class-time. Summaries may be in narrative or outline form, about 1 type written page per chapter (12 pt font, double spaced, 1 inch margins all around). These assignments will be weighted as 10-point items. A ½ point will be deducted from the score average per total weekdays late (if any).

**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.

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* (2021).

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

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| --- | --- | --- | --- |
| **Day and Lecture #** | **Topic** | **Case studies: A1 and A2** | **Chapter Reviews: A3** |
|  |  |  |  |
| 1 | Counseling Psychodiagnoistics: An Introduction |  |  |
| 2 | A counseling theory framework, case conceptualization and treatment planning |  | Ch1 |
| 3 | Documentation, Report writing style, Writing objective behavioral observations |  | Ch2 |
| 4 | Client descriptors, Client presenting problems, and goals | A1.1 | Ch3 |
| 5 | Case conceptualization and operational definitions | A1.2 | Ch4 |
| 6 | Problem and Goal definitions in treatment planning | A1.3 | Ch5 |
| 7 | Problem and Long-term Goal definitions | A1.4 | Ch6 |
|  | SPRING BREAK | MARCH 15-19 |  |
| 8 | Short-term Objectives and Progress notes | A2.1 | Ch7 |
| 9 | Mood Disorders, Case Study 3 - Application | A2.2 | Ch8 |
| 10 | Abuse reporting, Suicide/homicide assessment and intervention | A2. Case presentations |  |
| 11 | Personality Disorders and Psychotic Disorders | A2. Case presentations |  |
| 12 | Family and couple systems diagnosis and treatment planning | A2. Case presentations |  |
| 13 | Substance use disorders and considerations of client referral | A2. Case presentations |  |

**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 as scheduled regardless of attendance, and all assignments must be completed in full for successful course completion unless prior arrangements are made in writing with the instructor.

**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 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 a missed class.

**Student Learning Outcome Table**

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards.

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| --- | --- | --- | --- | --- |
| **CACREP Standard(s)** | **Course Objective** | **Material** | **Lecture** | **Assignment / Evaluation** |
| 2.F.5.g, h, 5.C.1.c., 5.C.3.a | CO1. Case Conceptualization Skills | M1. Okun & Suyemoto | L1-3 | A1. Case Study Treatment Plan and Progress Notes  A2. Case Presentation  A3. Text reading and quizzes |
| 2.F.5.b,g,h.i.  5.C.3.a | CO2. Assessment for Treatment Planning | M1. Okun & Suyemoto | L4-6 | A1. Case Study Treatment Plan and Progress Notes  A2. Case Presentation  A3. Text reading and quizzes |
| 5.C.1.c  5.C.2.m  5.C..3.a. and b.  2.F.5.b,g,h.and i  2.F.7.e | CO3. Case Conceptualization Models,  CO5. Treatment Plan Development | M1. Okun & Suyemoto  M2. Jongsma, et al., | L7-9 | A1. Case Study Treatment Plan and Progress Notes  A2. Case Presentation  A3. Text reading and quizzes |
| 5.C.3.a,b,c,d, and e  5.C.2.d. | CO4. Differential Diagnosing | M1. Okun & Suyemoto M2. Jongsma, et al. M3. DSM-5 | L7-9 | A1. Case Study Treatment Plan and Progress Notes  A2. Case Presentation  A3. Text reading and quizzes |
| 2.F.5.g,h,and i | CO6. Development of Client Goals | M1. Okun & Suyemoto  M2. Jongsma, et al., | L 7-9 | A1. Case Study Treatment Plan and Progress Notes  A2. Case Presentation  A3. Text reading and quizzes |
| 2.F.7.c | CO7. Risk Assessment | M1. Okun & Suyemoto  M4. Center Handbook | L10, 13 | A3. Text reading and quizzes |
| 2.F.7.d, 5.C.2.l. | CO8. Reporting Abuse | M1. Okun & Suyemoto M4. Center Handbook | L10, 13 | A3. Text reading and quizzes |
| 2.F.5.i, and m | CO9. Lethality Prevention | M1. Okun & Suyemoto M4. Center Handbook | L10, 13 | A3. Text reading and quizzes |



**MAC Student Learning Outcomes**

Course: PSY5110 Psychodiagnostics

Professor: Dr. Bill Richardson

Campus: Jackson

Date: 11/02/20 for Winter 2021

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| --- | --- | --- | --- |
| **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. | Strong | Adds to the basic knowledge, ethical standards for practice, and a Reformed, biblical and theological framework for counseling. |
| **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 | Application is made to diverse populations in case conceptualization material and case studies. |
| **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. | Minimal | Client developmental stage is considered in case conceptualization. |
| **Career Development** | Understands and applies theories and models of career development, counseling, and decision making. | None | None |
| **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. | Strong | A framework for case conceptualization and skills for counseling treatment and intervention plans are learned and practiced |
| **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. | None | None |
| **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. | Moderate | Procedures for the initial assessment of clients is learned. |
| **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 | Research regarding case conceptualization and treatment planning is reviewed. |
| **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 | Critical skills necessary for functioning as a clinical mental health counselor are gained. |
| **Integration (Biblical/Theological)** | Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices. | Minimal | Case conceptualization categories are considered in light of Reformed, biblical and theological concepts. |
| **Sanctification** | Demonstrates a love for the triune God. | Moderate | Applying appropriate care for clients demonstrates a love for the triune God. |