

CO5510 Psychodiagnostics
Reformed Theological Seminary
Winter 2024
2 Credit Hours

Instructor

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Contact Information

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Office Hours: By appointment

Class meeting dates and meeting times

January 16, 17, 18, 23, 24: 9:00am-1pm

January 25: 9:00am-1pm; 2pm-4pm

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 (Knowledge and Skill Outcomes)

Students will demonstrate comprehension of the following:

- CO1. **Case Conceptualization Skills.** Essential case conceptualization skills (2.F.5.g, h; 5.C.1.c,m)
- 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 (2.F.5.g,h,i; 5.C.1.c,e; 5.C.2.d,m; 5.C.3.a)
- 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.b,c,d,m)
- CO5. **Treatment Plan Development.** The process of developing treatment plans for common counseling issues. (2.F.5.g,h,i; 5.C.1.c,e; 5.C.2.d,m; 5.C.3.a)
- 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

This course is taught in a traditional classroom format.

Assignments (Student Performance Evaluation Criteria)

- A1. **Final Exam: Case Study Treatment Plans and Progress Notes (30%).** Students will watch the first five sessions of a single case between Dr. Paul Weston and Sophie on Season 1 of *In Treatment*. Students will write and submit a treatment plan for the first and fifth sessions using the format discussed in class. Students will submit progress notes (check box form) and psychotherapy notes (in D.A.P. format) for each of the five sessions using the format discussed in class.
- A2. **Case Presentation Paper (30%).** Complete a case presentation for one of your clients from the Oviedo Counseling Clinic. This will involve an extensive write-up using the template available on Canvas.
- A3. **Case Conceptualization Paper (30%).** Students will watch the four sessions of a single case between Dr. Paul Weston and Alex on Season 1 of *In Treatment*. **After** watching the four sessions you will apply the Inverted Pyramid Method of case conceptualization using the template available on Canvas.
- A4. **Reading report (10%).** Record percentage of required reading on Canvas.
- A5. **Course Evaluation (0% but completion required to pass the course)**
Course evaluations are crucial for assessing and improving the MAC program. Therefore, each MAC course includes an assignment to complete an anonymous online course evaluation. You will verify whether you have completed the evaluation through a quiz in Canvas. This will not count toward your grade, but it is necessary for successful completion of the course.

Required Course Reading

- M1. Schwitzer, A. M., & Rubin, L. C. (2014). *Diagnosis and treatment planning skills: A popular culture casebook approach (DSM-5 Update) (2nd ed.)*. Sage. ISBN: 978-1483349763

Reference Material

- M2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders text revision, DSM-5-TR (5th ed.)*. American Psychiatric.
- M3. Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2021). *The complete adult psychotherapy treatment Planner (6th ed.)*. Wiley. Available in the Oviedo Counseling Clinic workroom.

Course Process and Schedule

Lecture number	Date	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L1	1/16	Introduction. Abuse reporting. Suicide/homicide assessment and intervention and prevention	M1. Ch.		2.F.5.1 2.F.7.c,d
L2	1/17	Theoretical categories for case conceptualization	M1. Ch.		2.F.5.g,h,i 5.C.1.c,e 5.C.2.d,m 5.C.3.a

L3	1/18	Counseling models for case direction and intervention Case documentation: Treatment planning and progress notes	M1. Ch.		2.F.5.g, h 5.C.1.c,e 5.C.2.d,m 5.C.3.a
L4	1/23	Case documentation: Treatment planning and progress notes	M1. Ch.		2.F.5.g-i 5.C.1.c,e 5.C.2.c,d,m 5.C.3.a
L5	1/24	Case studies: Applying case conceptualization and treatment planning skills to DSM-5-TR case examples	M1. Ch.		2.F.5.g-i 5.C.1.c,e 5.C.2.c,d,m 5.C.3.a
L6	1/25	Case studies: Applying case conceptualization and treatment planning skills to DSM-5-TR case examples	M1. Ch.		2.F.5.g-i 5.C.1.c,e 5.C.2.c,d,m 5.C.3.a
L9	1/25	In class exam	M1. Ch.	A1. Final Exam	
	3/1			A3. Conceptualization Paper A4. Reading Report	2.F.5.g-i,l 2.F.7.c,d 2.F.5.g-i 5.C.1.c,e 5.C.2.c,d,m 5.C.3.a
	3/29			A2. Case Presentation	

Policies and Important Information

Written Work Format. All written work must conform to current American Psychological Association (APA) style unless otherwise specified. 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.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html). 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 have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. You must provide a letter from the Dean of Students that verifies your disabled status. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that s/he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

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 on the Canvas course webpage.

Late work. All assignments are due as scheduled regardless of attendance unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

Return of work. All work will be returned to students via Canvas. Additionally, if students would like additional feedback, they may set up time before or after class to meet with the professor.

Grading Scale

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

Attendance Policy

Regular attendance is expected and required. Excessive absences (more than 1 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.

Class Participation. Students are expected to participate in all components of the class. Each student is expected to read all the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

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 later sections of this syllabus.

CACREP Standard(s)	Course Objective	Material	Lecture	Assignment / Evaluation
2.F.5.g, h 5.C.1.c, 5.C.2.m	CO1. Case Conceptualization Skills	M1. Schwitzer & Rubin	L2-6	A1. Final Exam A2. Case Presentation A3. Conceptualization Paper A4. Reading
2.F.5.g,h,i. 5.C.3.a	CO2. Assessment for Treatment Planning	M1. Schwitzer & Rubin	L2-6	A1. Final Exam A2. Case Presentation A3. Conceptualization Paper A4. Reading
2.F.5.g,h,i 5.C.1.c,e 5.C.2.d, m 5.C.3.a	CO3. Case Conceptualization Models CO5. Treatment Plan Development	M1. Schwitzer & Rubin M2. Jongsma, et al.,	L2-6	A1. Final Exam A2. Case Presentation A3. Conceptualization Paper A4. Reading
5.C.2.c,d,m	CO4. Differential Diagnosing	M1. Schwitzer & Rubin M2. DSM-5-TR	L4-6	A1. Final Exam A2. Case Presentation A4. Reading
2.F.5.i	CO6. Development of Client Goals	M1. Schwitzer & Rubin M3. Jongsma, et al.,	L4-6	A1. Final Exam A2. Case Presentation A3. Conceptualization Paper A4. Reading
2.F.7.c	CO7. Risk Assessment	M1. Schwitzer & Rubin	L1,6	A1. Final Exam
2.F.7.d	CO8. Reporting Abuse		L1,6	A1. Final Exam
2.F.5.l	CO9. Lethality Prevention		L1,6	A1. Final Exam

Course Objectives Related to MAC* Student Learning Outcomes

Course: PSY5110 Psychodiagnostics

Professor: Dr. Scott Coupland

Campus: Orlando

Date: Winter 2024

MAC* Student Learning Outcomes <i>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.</i>		Rubric <ul style="list-style-type: none"> • 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.