

Azusa Pacific University
School of Behavioral and Applied Sciences (BAS)
Department of Graduate Psychology

PPSY728
Clinical Practicum IV (2 Units)
Case Conceptualization & Domestic Violence
Spring 2013

Instructor: Jackie Parke, Psy.D. (Note: Formerly Jackie Moonilal, Psy.D.)

Office Hours: By appointment

Department Mission Statement

The Department of Graduate Psychology educates and trains students to become practitioner-scholars in psychology and marriage and family therapy with professional competencies in relationship, research, assessment, intervention, diversity, integration of faith and practice, and family psychology.

Course Description

This course provides case conceptualization and diagnostic skills training in conjunction with students' clinical experience at a practicum site. This class will be a combination of didactic training and group supervision. Students will be expected to bring actual case material into the classroom for discussion. Students will be evaluated on learning and increased competency through students' class participation, written assignments, application of classroom and reading material, and a complex case presentation.

Attendance Policy

The pedagogy of the Department of Graduate Psychology includes emphasis on dialogue, interaction, and experience as essential to creating a meaningful and effective learning community. Therefore, your attendance at every session (or session substitute) of every class is required. Absence for medical or other emergency must be coordinated with each instructor.

Required Textbooks

Berman, P. S. (2010). *Case Conceptualization and Treatment Planning: Integrating Theory with Clinical Practice (2nd ed.)*. Los Angeles: SAGE.

Schwitzer, A. M., & Rubin, L. C. (2012). *Diagnosis and Treatment Planning Skills for Mental Health Professionals: A Popular Culture Casebook Approach*. Los Angeles: SAGE.

Optional Textbooks

Roberts, A. R. (2002). *Handbook of Domestic Violence Intervention Strategies: Policies, Programs, and Legal Remedies*. New York: Oxford University Press.

Dutton, D. G. (2007). *Rethinking Domestic Violence*. Baltimore, MD: University of British Columbia Press.

Recommended Reading and Other Course Resources

- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR)*. Arlington, VA: American Psychiatric Association.
- Barlow, D. (2008). *Clinical Handbook of Psychological Disorders: A Step-by-step Treatment Manual (4th ed.)*. New York/London: The Guilford Press.
- Beutler, L. (2003). *Integrative Assessment of Adult Personality (2nd ed.)*. New York/London: The Guilford Press.
- Kaufman, A. & Lichtenberger, E. (1999). *Essentials of WAIS-III Assessment*. New York: Wiley.
- Morey, L. (2003). *Essentials of PAI Assessment*. Hoboken, NJ: Wiley.
- Morrison, J. (1997). *When Psychological Problems Mask Medical Disorders: A Guide for Psychotherapists*. New York/London: The Guilford Press.
- Preston, J, O'Neal, J. & Talaga, M. (2004). *Handbook of Clinical Psychopharmacology for Therapists (3rd ed.)*. Oakland, CA.: New Harbinger Publications, Inc.
- Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., & Olenchak, F. (2005). *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults*. Scottsdale, AZ.: Great Potential Press, Inc.
- Weiss, M, Hechtman, L., & Weiss, G. (2001). *ADHD in Adulthood: A Guide to Current Theory, Diagnosis, and Treatment*. Baltimore: The Johns Hopkins University Press.

STUDENT OUTCOMES

Goals, Objectives, Competencies

Consistent with the 2009 revision of the APA Commission on Accreditation's *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, this course will seek to develop and enhance select outcome competencies that are important in professional psychology. The National Council of Schools and Programs of Professional Psychology have identified seven core competency areas. This course will provide content and process related to two of these competencies and students will have the opportunity to demonstrate the following outcomes:

Goals: Students will be able to understand and engage in activities that promote, restore, sustain, and/or enhance positive functioning and a sense of well-being in clients through preventive, developmental, and/or remedial services (Intervention Competency). Students will also demonstrate the knowledge and ability to make inferences from multiple sources of information to achieve a comprehensive understanding of a client or client systems (Assessment Competency).

Objectives: Students demonstrate an understanding of theory and its application in personality, psychopathology, change processes, and the interactions and influences of social, environment, cultural and physiological factors. Students will be able to demonstrate competency in the following four areas: planning, implementation, evaluation, and ethics. Students will also demonstrate the knowledge, skills, and attitudes necessary for competency in assessment in the areas of interviewing and relationships, case

formulation, psychological testing, and ethics.

Competencies: This course prominently addresses the Intervention and Assessment competencies. Below is a brief summary of these competencies. More detailed explanation of the competency is provided at the end of this syllabus and in the PsyD Student Handbook in the section on competencies in professional psychology.

1. Students will have the opportunity to assess therapeutic needs, develop case formulations, and learn how to select strategies that best match the client's needs, such as evidenced based practice rationale for strategies, influence of individual, cultural and contextual differences, knowledge base of possible interventions and ability to think critically.
2. Students will learn how to implementation interventions by demonstrating flexibility to adapt/modify strategies, utilizing consultation and adjunctive/alternative sources, ability to manage the therapeutic relationship/process and termination.
3. Students will learn how to evaluate their therapeutic work by conducting performance appraisal/self-evaluation, using supervision and consultation, and displaying knowledge of methods of evaluation and attitude (e.g. operating as a local clinical scientist).
4. Students will demonstrate ethical practice as evidenced by practice management, life-long learning, self-awareness and self-care, ethical, legal and professional practice issues, licensure and specialization and management of special situations (e.g., danger to self or others and abuse).
5. Students will demonstrate the ability to gather appropriate information through clinical interview and to create and maintain an empathic and flexible interpersonal stance.
6. Students will demonstrate case formulation through their ability to understand a client's presenting problem, diagnose and conceptualize psychopathology and clearly communicate that conceptualization to a range of audiences.
7. Students will learn psychological testing through the choice, use, scoring and interpretation of assessment tools.
8. Students will demonstrate ethical and professionalism by the integration of ethical and professional decision making in all assessment activities.

In addition, our program has cross-cutting competencies in Diversity, Interdisciplinary Integration and Family Psychology. This course will provide opportunities for student development of outcome competencies in these areas as noted below:

1. **Diversity:** Students will develop an appreciation and affirmation of the richness of human differences as expressed in case conceptualization. Students will develop understanding, respect and value for cultural and individual differences through lectures as well as through class activities and assignments that require integration of culture into case conceptualization.
2. **Interdisciplinary Integration:** Issues of interdisciplinary integration will be addressed in lecture material addressing the integration of spirituality in case conceptualization.
3. **Family Psychology:** Case conceptualization skills taught will include how to integrate the family psychology epistemology and systems-level thinking when conceptualizing a client case.

Assignments and Assessment of Competency

1. **Reading assignments:** Readings are indicated on your course calendar. Read all assignments prior to the date we will be discussing them. These reading assignments will provide a context for the course presentations in class and may help direct you as to appropriate case material to bring into class.
2. **Class Participation:** Because of the supervision component of this class as well as the importance of “active learning” in the classroom, active vocal participation is important.
3. **In-Class Exercises:** This course is designed to be an experiential class, combining didactics with interactive exercises used to facilitate learning. These require student participation. Examples of in-class activities include: working in groups to conceptualize a case from the textbook(s) or clinical experience, engaging in small consultation groups with peers throughout the semester, and engaging in thoughtful dialogue regarding reading assignments /or lecture material.
4. **Group Case Presentation (See Grading Rubric at End of Syllabus):** During the second week of class, you will sign up for one group case presentation. The primary purpose of these case presentations is to present a case and its accompanying background information, diagnostic impressions, case conceptualization, and treatment plan. Cases will be assigned from the Schwitzer and Rubin (2012) textbook.
5. **Final Case Application Paper (See Grading Rubric at End of Syllabus):** Students will complete one written assignment that demonstrates their ability to conceptualize a case, including their integration of diagnostic and treatment planning skills. Written assignments should be a minimum of twelve pages in length, double-spaced, APA format. The case paper should apply the knowledge and skills learned in this class to a client that the student has worked with in a clinical practicum setting. (Note: If the student does not have a suitable case from practicum experience, the student should speak with the instructor regarding this in order to make other appropriate arrangements for assignment completion).
6. **Mandatory Domestic Violence Training:** Students enrolled in the course are required to attend a two-day (16-hour) domestic violence training on March 8th and March 9th, 9am – 5pm. Attendance, participation, and successful completion of the domestic violence training is mandatory for this course. The training also fulfills the domestic violence training requirement for licensure in California as a psychologist.

Evaluation/Assessment Rationale for Grade Determination

Attendance and Participation.....	20%
Group Case Presentation.....	35%
Final Case Application Paper.....	45%

Grade Scale

A 93-100	A-	90-92
B+ 87-89	B	84-86
B- 80-83	C +	77-80
C 73-77	C-	70-72
D+67-69	D	64-66
D- 60-63	F	<60

Course Calendar/Schedule

Note: Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion; however, notice will be given to you in advance and, when applicable, in writing.

Week #	Date	Topic	Reading and Assignments Due
1	January 8th	Introduction to the Course and to Case Conceptualization	Schwitzer and Rubin (Chapters 3 & 5)
2	January 15 th	Theoretical Language: Behavioral Skill: Understanding Case Conceptualization	Berman (Chapter 3) Schwitzer and Rubin (Chapters 3 & 5)
3	January 22 nd	Theoretical Language: Cognitive Skill: Connecting Diagnosis to Case Conceptualization	Berman (Chapter 4) Schwitzer and Rubin (Chapter 4) Group Presentation: Mario
4	January 29 th	Theoretical Language: Feminist Skill: Connecting Case Conceptualization to Treatment Planning	Berman (Chapter 5) Group Presentation: Belle
5	February 5 th	Theoretical Language: Emotion-Focused	Berman (Chapter 6) Group Presentation: Maria
6	February 12 th	Theoretical Language: Psychodynamic	Berman (Chapter 7) Group Presentation: Billie Jean
7	February 19 th	Theoretical Language: Family Systems	Berman (Chapter 8) Group Presentation: Jack McFarland
8	February 26 th	Theoretical Language: Constructivist	Berman (Chapter 9) Group Presentation: Annie Wilkes
9	March 8 th (8am – 5pm) and March 9 th (9am-5pm)	Domestic Violence (15-hour required training with Dr. Mark Souris)	
	March 15 th	(No Class Meeting)	Final Case Application Paper Due

Course Policies

All university and departmental policies affecting student work, including academic integrity, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Attendance, Preparation, and Participation: Arriving promptly to class, coming fully prepared, and participating actively in the discussion and activities are important components of learning in this course. Tardiness and absences must be discussed with the professor and make-up work will be negotiated. Overall, departmental policy is that grades will be reduced for students who miss more than two classes, with each subsequent absence resulting in additional lowering of the student's grade. Two tardies count as one absence.

Assignment Completion: Assignments are due when indicated on the syllabus. Grades will be reduced two points per day on late work. Consistent with departmental policy, I do not give make-up exams unless prior arrangements have been made for extraordinary reasons. Likewise, *no extra-credit work will be accepted for this course*. For the final case application paper, please turn in this final assignment as a hard copy document placed in my mailbox in the Department of Graduate Psychology office.

Incompletes: Assigning incompletes for students is rare and only granted in emergency situations. The course instructor will determine whether a student's circumstance constitutes an emergency and if it is deemed necessary, the student will be assigned an incomplete until he/she can reasonably be expected to finish the course requirements. However, according to the EDUCABS incompletes policy, the maximum final grade that a student who has received an incomplete can obtain is a B.

Informed Consent

1. Each semester you are evaluated on the basis of the Personal Characteristics Evaluation (check your Clinical Training Manual for the form and the process involved in giving you feedback).
2. This class may involve role plays, case application, and personal sharing as a part of the learning process. As a student, you are expected to decide how much you want to share about your personal life. We encourage your active participation in these activities because we believe your personal awareness of your own process is central to becoming an excellent clinician. Part of your grade depends on your participation in this process, NOT on the content that you choose to share, so select with care. When you discuss client cases from your practicum sites, please do not give any identifying information (such as name, ethnicity, or other unique features that might identify the client to someone in the class.)

Email Submissions: The Department of Graduate Psychology has established guidelines regarding the submissions of papers, projects, exams, or other materials by email. It is expected that students will submit all materials in hard copy; submission by email is an exception that may or may not be allowed by a particular professor. In this class, students are not allowed to submit materials by email.

Support Services

Students with Disabilities: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact an advisor in the Learning Enrichment Center (ext. 3849) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements. Written documentation of the disability, along with a request for accommodation, should be presented to the Learning Enrichment Center at the beginning of the term, or as soon as the disability has been diagnosed.

Library, Computer Center, Media Center: Azusa Pacific University maintains excellent library and on-line, full-text databases available to all registered students. It is highly recommended that you visit the Darling and Marshburn Libraries, become familiar with on-line databases, and apply for Internet access throughout your graduate program. For more information regarding library, computing and media services, contact the Darling Library at 626-815-5087.

Writing Center: Students who wish to receive help with writing and/or editing papers may contact Dr. Adrienne Lowery at the Writing Center, 626-815-6000 extension 3141.

Grading Rubric: Group Case Presentation

	Points Possible	Points Earned
Introduction to the Character		
Synthesizes information regarding the character and their basic case information, including identifying information; presenting concern(s); background, family, and relevant history; problem and counseling history; and goals for counseling and course of therapy to date. Incorporates cultural dimensions and is culturally sensitive.	5	
Illustrates how this background information regarding the character can be seen through the Family Psychology “lens” (i.e., how it incorporates intraindividual, interpersonal, ecosystemic factors).	5	
Diagnostic Impressions		
Summarizes diagnostic impressions of the character, including the severity/frequency/duration of symptoms; differential diagnoses, if relevant; and how the symptoms lead to the diagnostic formulation	10	
Includes a full five-axis diagnostic formulation	5	
Case Conceptualization		
Explains which theory or “theoretical language” is being used to conceptualize the client as well as a rationale for using this theory	5	
Includes analysis of the four steps of the Inverted Pyramid Method (Problem Identification, Thematic Groupings, Theoretical Inferences, and Narrowed Inferences). Each step is explained in the presenters’ own words, rather than verbatim from the textbook. Incorporates cultural dimensions and is culturally sensitive.	30	
Treatment Plan		
Walks through four main components of the treatment plan: Behavioral Definition of Problems, Goals for Change, Therapeutic Interventions, and Outcome Measures of Change. Each component is explained in the presenters’ own words, rather than verbatim from the textbook. Incorporates cultural dimensions and is culturally sensitive.	25	
Creativity		
Incorporates the use of multimedia (graphics, video, etc.) to familiarize audience with the character. Hint: See Chapter 14 of the Schwitzer and Rubin (2012) textbook.	5	
Visual Aid		
A handout, diagram, etc. is provided that illustrates/organizes presented information for the audience in a clear and “user-friendly” manner.	5	
Presentation Style		
Case presentation is 30-40 minutes and engages the audience. It is apparent that group members worked as a team to create the case presentation as well as to present it cohesively.	5	
Total	100	

Grading Rubric: Final Case Application Paper

	Points Possible	Points Earned
Introduction to the Client		
Comprehensively synthesizes available information regarding the client and their basic case information, including identifying information; presenting concern(s); background, family, and relevant history; problem and counseling history; and goals for counseling and course of therapy to date. Incorporates cultural dimensions and is culturally sensitive.	5	
Illustrates how this background information regarding the client can be seen through the Family Psychology “lens” (i.e., how it incorporates intraindividual, interpersonal, ecosystemic factors).	5	
Diagnostic Impressions		
Summarizes diagnostic impressions of the client, including the severity/frequency/duration of symptoms; differential diagnoses, if relevant; and how the symptoms lead to the diagnostic formulation	10	
Includes a full five-axis diagnostic formulation	5	
Case Conceptualization		
Explains which theory or “theoretical language” is being used to conceptualize the client as well as a rationale for using this theory	5	
Includes analysis of the four steps of the Inverted Pyramid Method (Problem Identification, Thematic Groupings, Theoretical Inferences, and Narrowed Inferences). Incorporates cultural dimensions and is culturally sensitive.	35	
Treatment Plan		
Walks through four main components of the treatment plan: Behavioral Definition of Problems, Goals for Change, Therapeutic Interventions, and Outcome Measures of Change. Incorporates cultural dimensions and is culturally sensitive.	25	
Confidentiality		
Protects client’s confidentiality by not including identifying information.	3	
Writing Style		
Paper is written in a clearly organized and coherent manner, using proper grammar, sentence structure, and spelling. Paper is formatted according to APA formatting guidelines. Paper is double-spaced and at least twelve pages in length.	7	
Total	100	