

School of Theology and Ministry
Seattle University
901 12th Avenue, PO Box 222000
Seattle, WA 98122-1090

Spring Quarter 2014

COURSE INFORMATION

STMC 572 Assessment and Diagnosis

Wednesdays, 5:45 pm-8:35 pm

Classroom: HUNT 100

Prerequisites: STMC 571

INSTRUCTOR

Christie Eppler PhD, LMFT

Office: HUNT 221

Office Hours: By appointment

Office Phone: 206-269-6975

SU Email: epplerc@seattleu.edu

Required Texts:

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (5th ed., text revision). Washington, DC: Author.

Hays, D. G. (2013). *Assessment in counseling: A guide to the use of psychological assessment procedures* (5th ed.). Alexandria, VA: American Counseling Association.

Williams, L., Edwards, T.M., Patterson, J., Chamow, L. (2011). *Essential assessment skills for couples and family therapists*. New York: Guilford Press.

Required Articles

- I will send you course notes (PowerPoint slides). Please read that session's slides before each class.

(must be logged into SU's database system to access links below. If clicking on the link doesn't work, try to cut and paste the link into your browser):

Hodge, D.R. (2005). Developing a spiritual assessment toolbox: A discussion of the strengths and limitations of five different assessment methods. *Health & Social Work, 30*, 314-323.

<http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=18915649&site=ehost-live>

Hodge, D.R. (2001). Spiritual assessment: A review of major qualitative methods and a new framework for assessing spirituality. *Health & Social Work, 46*, 203-214.

<http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=4891850&site=ehost-live>

Ibrahim, F. A., & Dykeman, C. (2011). Counseling Muslim Americans: Cultural and Spiritual Assessments. *Journal of Counseling & Development, 89*(4), 387-396.

<http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=66958474&site=ehost-live>

Lewis, L. M. (2008). Spiritual Assessment in African-Americans: A Review of Measures of Spirituality Used in Health Research. *Journal of Religion & Health*, 47(4), 458-475. doi:10.1007/s10943-007-9151-0

<http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=34963470&site=ehost-live>

Other optional and required readings may be assigned.

Recommended:

Lukas, S. (2012 or earlier edition). *Where to start and what to ask*. New York: W. W. Norton.

Wiger, D. E. (2010). *The clinical documentation sourcebook: The complete paperwork resource for your mental health practice, 4th Edition*. Hoboken, NJ: Wiley & Sons.

COURSE DESCRIPTION:

- Students will become familiar with basic principles and methods for conceptualizing, assessing, and diagnosing the systemic, mental, and emotional status of clients through the use of the DSM and contextual assessment. Spiritual assessment is considered. Prerequisite: STMC 571. Majors only.

COURSE OBJECTIVES:

- By the end of the quarter, the trainees will have developed the professional knowledge and skills needed to develop a contextual, systemic assessment.
- Through required readings, in-class experiences, pastoral interviews, and professional report writing, students/trainees will be exposed to, become familiar with, and use appropriately the specialized vocabulary and processes (e.g., paperwork) of professional therapists.
- By the end of this quarter, students will possess the basic skills necessary for conducting a time-limited diagnostic interview with a client system, organize the data obtained, and write a professional psycho-social-spiritual assessment report that includes diagnosis of their interviewees.

Learning Outcomes. MARPT Students Will:

- Develop an identity of a relationship and pastoral therapist.
 - Reflect on self-as-a-therapist, committing to ongoing growth, implementing self-awareness, and use of self in clinical practice.
- Learn skills and theory necessary for competent, effective practice as a relationship and pastoral therapist.
 - Demonstrate ability to produce written documentation and oral presentation for purpose of clinical practice, adhering to APA written guidelines where assigned.
- Demonstrate intention to approach relationship and pastoral therapy with openness to the presence of diversity.
- Integrate theological education, psychological and systems theories, and spiritual formation with supervised clinical experience.
 - Understand and reflect on clients' spiritual/faith assumptions and practices, and balance knowledge of relationship and pastoral therapy within client/system's spiritual dimensions.

Date	Topic	Reading	Due	Devote
4/2	Introduction to Course What is assessment? Assessing strengths/resiliency			
4/9	Multicultural Considerations Ethics Measurement Concepts	Hays 1 – 5 Please read PPT slides before each class		
4/16	Bio-Psycho-Soc Assessment; MedFT Assessments	Williams 1, 2, 6		
4/23	Initial Assessment: Intake, Mental Status	Hays 7 Williams 3	Reading Reflection #1 Due	
4/30	Family, Couple Assessment	Williams, 9-12		
5/7	Spiritual Assessment	All articles listed above (links)		
5/14	Assessing Children & Adolescents	Williams 7, 8	Intake Packet Due	
5/21	Conceptualization and Documentation	Hays 15 Williams 13 *please read PPT slides (for all classes, esp this class)		
5/28	Assessing Risk: Suicide, Harm to Others, Child Abuse, Elder Abuse, Domestic Violence	Williams 4	Reading Reflection #2 Due	
6/4	Types of Assessment Course Wrap-Up	Skim Hays 9-13	Case Report & Reflection Due	

COURSE REQUIREMENTS

1.	Class interaction	10 points
2.	Skill Demonstration (in class)	20
3.	Reading Reflections	20
4.	Designing an Intake Packet	10
5.	Comprehensive Assessment and Diagnosis for Individuals & Families/Couples	40
	<hr/> Total	100 points

Notice: A 5% deduction per day is assessed to late work. No work will be accepted after the last due date on the agenda. An incomplete grade will be assigned only in the case of a health emergency.

100-95% A; 94-90% A-; 89-87 B+; 86-84 B; 83-80 B-; 79-77 C+; 76-74 C; 74-70 C

COURSE ASSIGNMENTS:

1. Attendance & Class Interaction

In addition to the scale below, 6 points of the total 100 points will be reduced for each unexcused absence. Three (3) points will be deducted for each time you arrive late or leave early.

Please be an active participant and learner by hearing, understanding, synthesizing, and speaking in turn. Timeliness is valued. At times you should be the first to speak, and at other times you may be the last. Collaboration is important; please deepen and reflect on knowledge shared by your classmates. Integration is essential: draw from work in other classes and experiences to enliven our discussions. Keep focused and ask questions! If you have questions about your interaction grade, please talk to the instructor directly.

Please note that the use of smart technology is not permitted in the classroom, except laptops/tablets for taking notes. Please turn off wireless while in class.

2. Skill Demonstration: In Class Practice

We will be practicing using assessments in class. Through instructor and peer-review, you will be given feedback regarding how you integrate your pastoral care skills with using assessment tools. Feedback forms will be distributed. We ask that the practice be a safe and creative space. Please be kind with your feedback, while at the same time offering critical reflection that helps your colleagues grow in their skills. Being pastoral isn't about being nice – it is honoring strengths and areas of growth (both wrapped in a spirit of grace).

3. Reading Reflections

At two points in the quarter, you will submit a reading reflection. Please keep a typed APA-style journal of your thoughts, questions, and comments regarding the assigned readings. Pull out specific, brief quotes and say why they are meaningful to you. What resonates with you? Where do you diverge/disagree? How can you see yourself using the information in a clinical setting? What would be drawbacks to using the information? In short, how do you embody this information? You do not have to answer all of these questions, but they will be a starting point for your journal.

You do not have to make comments for every chapter, but several points in the reading should be considered. There is a four-page maximum for each submission. As you are reading, you may have more thoughts, but please edit/streamline/use academic language before you submit. Be sure to have a concluding statement for both journal entries that summarizes the themes of your comments/questions. A hard copy is due on the date assigned (above).

Journal #1 should consider readings from the beginning of class until the journal is due.

Journal #2 should consider readings after journal #1 up until journal #2 is due.

These reflections are meant to spark your thinking, taking the text to a deeper level. Feel free to bring in your thoughts and questions in to class for large and small group discussion.

4. Designing an Intake Packet for your Practice

Based on information found in your texts and communicated in class discussion, students will create their own intake assessment packet that they could use before/during the first session with a client.

This assignment is a discernment. There are too many tools to ask your clients everything. Think about if you were setting up a practice -- what information would you want from every client? Consider narrative and numeric assessment. You must consider multicultural and pastoral factors.

Please quote page numbers from your text. For example, if you have a question regarding attempted solutions to the problem, you would cite a specific page in your family assessment text.

This document is to be no more than two typed pages (APA not required). You can make reference to an assessment without copying the whole tool into your paper. For example, you may state: [Insert PQ-9 here].

We will not cover all the assessment tools found in your text, but you may want to consult Hays chapter 9-13 and other required/recommended readings as you create your packet.

5. Comprehensive Assessment and Diagnosis for Individuals, Families, and Groups

Generally speaking, clinical paperwork includes intake forms/assessment (written after the 1st session), case notes (written after every session), and treatment plans (written after the 3rd session, revised as needed). When therapists present their clinical cases to a supervisory team, a case presentation form may be used to communicate information gleaned in session from talk and use of assessment tools. The forms for this assignment, below, are a *modified* version of the one you will use in the MARPT clinical courses (e.g., STMC 555).

You will be given two case studies: an individual client and a family/couple. You will use the forms below to write up a case report for each. APA not needed for this assignment. You may use bulleted points, conceptual maps, and narrative. You must use assessments and the data from the assessments will be integrated into your reports.

The major focus of this assignment is to show 1) that you understand and can use SEVERAL assessment tools per case, 2) that you can integrate data from the assessment tools into a case write-up. You will

want to be creative and explore as many assessment tools as fit the case. Please review your text and class notes to identify several assessments that you could give the clients in the cases. It is not required, but you may work in teams to practice giving the assessments. However, each student must submit their own case reports and students MAY NOT help each other with the case write up. For example, you may meet with a classmate to role-play the case study (e.g., give the PQ-9 to the fictional character), but you would still need to write up your own documentation. Even if you don't role-play, please be as realistic as possible in "giving" the assessments.

Although it is not typically included in case presentations, in this assignment you can explain your thinking. For example, did an assessment help you reach a conclusion regarding differential diagnosis? Note this is your write-up. Did you think about using an assessment because you needed more data? Explain this!

Additionally, you will attach a one-page reflection on how you integrated materials from this course (assessments, skills, etc) into your three case reports (one reflection only, not one reflection for each of the cases). You will need to reference your texts specifically – use brief quotes to highlight your process of conducting an assessment.

Clinical Case Report -- Individual Clients

Therapist Name:

Client's pseudonym and brief description:

How many sessions:

Why does the client report seeking therapy?

What are the client's strengths (personal and contextual)?

What assessments were used? Describe data from the assessments.

Briefly describe relevant history (bio-psycho-social, mental health status)?

Does the client have a diagnosis? If so, please list.

What religious and/or spiritual themes arise in session (meaning making, yearning, view of divine, etc.)?
Please divide these into two paragraphs (religious and spiritual).

What has/have been a theme of the session(s)?

In one sentence, how do you describe the problem?

What is your hypothesis regarding the problem?

Write a brief treatment plan:

Goal (broad):

Objective 1 (concrete and specific): Client will...

Objective 2: Client will...

Plan: Therapist will...

Clinical Case Report Form – Family/Couple Form

Therapist Name:

Clients' pseudonyms and brief description:

How many sessions:

Why do the clients report seeking therapy?

What are the couple/family's strengths (personal and contextual)?

Briefly describe relevant history (bio-psycho-social dynamics of the system)?

What assessments were used? How do the assessments show patterns in the relationship (you may wish to draw a map for this: cycle, genogram, etc.)?

What religious and/or spiritual themes arise in session (meaning making, yearning, view of divine, etc.)? Please divide these into two paragraphs (religious and spiritual).

What has/have been the theme(s) of the sessions?

In one sentence, how do you describe the problem?

What is your hypothesis regarding the problem?

Write a brief treatment plan (be sure to use your theory):

Goal (broad): Clients will _____

Objective 1 (concrete and specific): Clients will _____

Objective 2: Clients will _____

Plan: Therapist will _____

ACADEMIC HONESTY

The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook.

DISABILITY SUPPORT SERVICES:

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, 206-296-5740.

RESPECT FOR DIVERSITY:

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical and cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

WRITING CENTER

