

Case Conference (PSY 671) Syllabus Fall 2012

Instructors:

Saneya H. Tawfik, Ph.D.
Office phone: 305-284-1755
Office hours: By appointment
FHF 211; stawfik@miami.edu

Judith Rey McCalla, Ph.D.
Office phone: 305-284-6778
Office hours: By appointment
FHF 224; jmccalla@miami.edu

PSY 671 is the case conference for the Psychological Services Center practicum placement. The sessions focus on therapy and psychological assessment respectively.

Time and Location: Mondays from 10 to noon in the conference room of the PSC (FHF 201)

Attendance: Attendance at all meetings is mandatory. If you must miss a meeting, please inform the instructor who is teaching the week you miss. Excessive absences will result in failure or an incomplete for the practicum.

Examinations: There are no exams for this course

Grades: Practicum is a pass-fail course, and the case conference is one factor in determining whether you pass or fail. You are expected to attend all case conferences, to present one therapy case each semester and one assessment case per semester and to participate in class discussions and questions.

Cheating policy: Since you will be presenting your own observations and opinions, this is not applicable.

Therapy case conferences will be held on the following dates:	Assessment case conferences will be held on the following dates:
Sept. 10	Aug. 27
Sept. 17	Sept. 24
Oct. 1	Oct. 8
Oct. 15	Oct. 22
Oct. 29	Nov. 5
Nov. 12	Nov. 19

Content:

For the **assessment case conference**, discussions will focus on the process of assessment, case conceptualization and diagnosis, as well as ethical and cultural issues related to the case. The goal is to help you better understand the assessment process and to become competent examiners. A handout will be provided to cover what is expected for your presentation. In addition, a sample presentation will be provided.

For the **therapy case conference**, discussions will focus on diagnosis, case conceptualization, treatment fidelity with conceptualization, outcome assessment, and ethical and cultural issues in treatment. The goal is to help you better articulate your therapeutic goals. A handout will be provided to cover what is expected for your presentation. In addition, a sample presentation will be provided.

Assessment Case Conference Presentation

Each student will have approximately 55 minutes to present a case. These are the components that will make up that time:

1. **20 minute Presentation**, which should include what you gathered during Intake :
 - Age of client
 - Reason for Referral- Why did they come in? What are they hoping to gain from this evaluation?
 - Developmental History- Any complications during pregnancy/ birth? Were developmental milestones attained within normal limits? (Speech? Motor-walking? Toilet training?) Any medical problems?
 - Family History- Any psychiatric history? Any SA, LD/ADHD in family?
 - School History- Any problems? If child, what grade? What school? Any special classes (e.g., ESE ?)
 - Vocational History- If adult, have they changed jobs frequently?
 - History of Problem - BE SPECIFIC-When did problem begin? What was concern? Has concern changed? For how long has client experienced this problem? What interventions have been implemented? (e.g., tutoring, Lindamood Bell?)
 - What is CURRENT Concern-
 - Previous Medical Treatments and Results/Recommendations- Have they seen an Occupational Therapist? Speech/Language Pathologist? Neurologist? Cardiologist?
 - Previous Psychological Treatment and Results/Recommendations - Have they seen a Psychologist/Psychiatrist ? Any Diagnosis?
 - Medication History for Psychiatric/Psychological problems- (e.g., Concerta-10 mg. a day for ADHD) Who is prescribing the medication? How often are they followed?
 - Legal History / Issues- Divorce issues? Custody issues?
 - Cultural/Diversity Issues- how does cultural or other diversity issues influence the assessment of the case? Is client bilingual/trilingual? How long has client been living in the U.S.? If child, is child in ESOL classes at school? What level?
 - Home Situation- With whom does client live?

2. **5 minute presentation of DVD- Behavioral Observations to support diagnosis**

3. **5-10 minute presentation of disorder/ DSM IV-TR diagnosis-** For example, define/explain what client is diagnosed with, research findings, give diagnostic features, prevalence, course, any differential diagnoses, family pattern.

4. **15 minute PowerPoint presentation of Test Results-** Explain and present all scores of tests given in a clear manner. Support your diagnosis with test result data. Why was the diagnosis given based on test results, clinical observations, and informant questionnaires?

5. **5-10 minute discussion/questions-**Students are expected to participate and ask good questions regarding case.

Therapy Case Conference Presentation

Each student will have about an hour to present a case. These are the components that will make up that hour:

1. **35 minute PowerPoint presentation** touching on these areas
 - a. Intake and history (some of the areas you may want to think about covering)
 - a. Reason for referral
 - b. Vocational History
 - c. Presenting problem
 - d. Family psych history
 - e. History of presenting problem
 - f. Past Psych/ Med /SA history
 - g. Military history
 - h. Educational history
 - i. Legal history / issues
 - j. Religious/spiritual issues
 - k. Medications
 - l. Cultural/diversity issues
 - b. Psychological testing at intake (e.g., self-report measures of symptoms or a functional analysis of behavior incorporating behavior excesses, deficits and maintaining factors)
 - c. Diagnosis
 - a. Present a multiaxial, DSM-IV Diagnosis.
 - b. Present alternative diagnoses and basis for rule out.
 - d. Conceptualization and intervention approach of case
 - a. Articulate a professionally accepted theoretical approach
 - b. Incorporate the client's unique history, current problems and personality style with the empirically supported approach in a highly individualized manner.
 - c. Describe the indications and limitations of the intervention model chosen for the case.
 - e. Legal/Ethical Issues
 - a. Carefully consider legal implications of case.
 - f. Diversity
 - a. Demonstrate a good understanding of how cultural or other diversity issues influence the case while taking them into account in both the assessment and treatment of the client.
 - g. Outcome/Self-Critique
 - a. Describe and document client outcome over the course of therapy so far.
2. **10 minutes to present a DVD recording of a session** with the client you are presenting. The DVD segment should demonstrate the following:
 - a. Clinical Skills/Intervention
 - a. Listening effectively to client, responds to their verbalizations without introducing new questions, unless clinically indicated, and demonstrates that they are following client's train of thought with few interruptions or digressions.
 - b. Use reflection of feeling and content and accurately communicates an understanding of client feelings, attitudes and concerns.
 - c. Use open-ended questions as appropriate that facilitate the client's exploration of problems and concerns.
 - d. Intergration of the case conceptualization and treatment intervention into treatment.

3. **10-15 minutes of questions** from students and faculty. This time is reserved for questions and suggestions from the presentation of the case. Some questions or concerns may be related:
- a. diagnosis (and alternatives)
 - b. conceptualization (and alternatives)
 - c. treatment implementation
 - d. environmental, social or personality factors maintaining problems
 - e. ethnicity, sexual orientation, or social class having an impact on the problem or on the treatment
 - f. how is the treatment approach related to your case conceptualization
 - g. what is the "theory of change" in this case

Other students are expected to participate and ask good questions. The goal of this questioning is to make the therapist think hard about this case by getting many different perspectives. Of course, these perspectives are going to vary. Thus, these case conferences are not a questioning of the therapist's ability, but rather a learning experience.