***Project ‘SUSTAINABILITY’:***

***The goals, main objectives:***

* To use your experience with the Case Studies as a foundation for the kind of information you should obtain to form any “conclusion” about the individual.
* Gain, theoretical, experience performing an indirect interview evaluation of an individual.
* Students are expected to research and comprise academic articles which elicit their observed mannerisms, cognitions (thought-patterns), and world views (perspectives).
* Develop your ability to assess evidence further by putting the puzzle together - stitching together what you find in the interview to form a relevant evaluation that suggests an appropriate summary of reliable interventions for the patient.
* Students must respect the disorder; any sign of disrespect will end in an automatic zero: Write with empathic intentions towards “real” individuals who have been diagnosed with the disorder.

***ASSIGNMENT OVERVIEW:***

Students will watch one of the five (Self-Harm, Psychosis, Mania, Depression, Anxiety) structured mock-interviews and perform an indirect psychological evaluation. Students will write an evaluation of the patient and their presenting symptoms. By using your textbook, lecture notes, and other academic articles (any relevant academic literature), you will then describe what you observed; what is worth noting for further questioning, concerning behaviors or verbal admissions, and any other relevant medical information that you feel should be included about the patient. **Remember,** you are acting as the psychologist and the evaluation that you are writing may be used for further psychologists when evaluating the patient; **make sure you provide detailed descriptions.**

Use the past psychological evaluations (the word.doc you have been reading, **not** the questions) to guide how an evaluation form should be structured. For example, you should include multiple sections eliciting the relevant information; history of symptoms, behavioral and verbal admission observations, which diagnostic criteria were met, additional questions you’d ask as the interviewer, and a summary. These colored sections are the sections that are to be included in your evaluation, as indicated in the rubric. Or, you may use the attached word.doc template as an additional resource to assist you.

Use the rubric as another guide to help you. It is there to clarify what type of information each section should contain and to show you how long each section should be relative to the allocated amount of points.

If you have any questions, please email them to Hunter.

***Here are the five videos:***

(Anxiety)

<https://www.youtube.com/watch?v=Ii2FHbtVJzc>

(Psychosis)

<https://www.youtube.com/watch?v=ZB28gfSmz1Y&list=PLBF6D1605733BAACB>

(Depression)

<https://www.youtube.com/watch?v=4YhpWZCdiZc>

(Mania)

<https://www.youtube.com/watch?v=zA-fqvC02oM>

(Self-Harm)

<https://www.youtube.com/watch?v=824H2W-h5Kg>

***Rubric:***

The assignment is worth 40 points (two case studies worth of points)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***CRITERIA***  | **10 points** | **8 points** | **6 points** | **4 points** |
| ***History of symptoms*** | Student provided extensive list of symptoms;  | Student provided an adequate list of symptoms; | Student listed some symptoms;  | Student listed few symptoms;  |
| ***Behavioral and* *verbal admission observations*** | Student demonstrated their ability to recognize concerning behaviors and provided evidence for why they are concerning and relevant to the patients presenting conditions | Student demonstrated an ability to recognize concerning behaviors; but provided minimal evidence for why they are important or concerning to that patient’s condition | Student demonstrated an ability to recognize concerning behaviors; but did not provide evidence for why they are important or concerning to that patient’s condition  | Student was not able to recognize many concerning behaviors; letting much slip by unnoticed throughout the interview |
| ***Which* *diagnostic criteria were met, what is an ‘educated’ diagnosis of presenting conditions from DSM criteria*** |  | Student was able to prove diagnosis with DSM criteria that were relevant to the patients presenting symptoms | Student was able to provide some evidence that did not fully prove the relevant symptoms with DSM criteria  | Student was not able to prove which DSM criteria were met with the patients presenting symptoms  |
| ***Additional questions you’d ask as the interviewer that you thought were important but missed*** |  | Student demonstrated the ability to think critically about further revealing questions that potentially provide evidence to reveal more elements of the patient’s conditions | Student was able to highlight certain aspects that were mentioned in the interview, of which the same questioning does not highlight new information | Student could not provoke potential further evidence that highlights certain unknown elements about the patient’s condition |
| ***Summary*** |  |  |  | Student demonstrates an ability to review and highlight the main points of concern from the interview; including - but not limited to - intervention or treatment recommendations and patient functionality; at a professional level |

* ***~~History of symptoms (10 points)~~***
* ***~~Behavioral and~~**~~verbal admission observations~~* ~~(10 points)~~**
* ***~~Which~~**~~diagnostic criteria were met, what is the ‘educated’ assumption of presenting conditions leading to via DSM criteria (8 points)~~***
* ***~~Additional questions you’d ask as the interviewer (8 points)~~***
* ***~~Summary (4 points)~~***

**PSYCHOLOGICAL EVALUATION**

Your Name Here

St. Cloud State University

PSY490 Psychological Disorders

Name of Patient:

Date of Evaluation:

**History of Symptoms; either aforementioned or presented during interview:**

**Behavioral and verbal admission observations:**

**Evidence for any Diagnosis and its relevant Diagnostic Criteria:**

**Additional Questions:**

**Summary:**