

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

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|-----------------------|---------------------|----------------------|--|
| Course Number: | SW 393R 1 | Instructor: | Cynthia Franklin, PhD, LCSW, LMFT |
| Unique Number: | 61105 | E-mail: | cfranklin@mail.utexas.edu |
| Semester: | Spring, 2016 | Office: | SSW 2.228 |
| Meeting Time: | Tuesday, 11:30-2:30 | Off. Number: | 512-471-0533 |
| Classroom: | SSW 2.132 | Office Hours: | Mondays 2:00-3:00 or by appointment |

CLINICAL ASSESSMENT AND DIFFERENTIAL DIAGNOSIS

Standardized Course Description

This course will focus on the incidence, etiology, and assessment of health and mental health issues with children, adolescents, adults, and families. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the [NASW Code of Ethics](#). Students will learn models of assessment with which to evaluate human functioning throughout the lifecycle. A bio-psycho-social-spiritual and cultural emphasis will be applied to the diagnostic categories within the DSM-5. Students will develop an advanced understanding of people from diverse backgrounds—affirming and respecting their strengths and differences. The course is built on the identification, analysis, and implementation of empirically-based assessment tools that have incorporated statistically valid reliability and validity studies. Major classification systems, such as the Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases, and other schemes for assessing and understanding human behavior, will be covered.

I. Standardized Course Objectives: By the end of the semester, students should be able to:

1. Demonstrate an in-depth understanding of biological, psychosocial, and cultural theories on the etiology of mental health and mental illness (**CL/APB3**);
2. Demonstrate the ability to apply methods of empirically-based assessment tools and techniques, including those developed through classificatory schemes, standardized

- measures, and qualitative typologies (**CL/APB10b**);
3. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, capacities and resources of individuals and families (**CL/APB10b**);
 4. Demonstrate the ability to adapt assessment models to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin (**CL/APB3 & CL/APB 5**);
 5. Critically evaluate and analyze different theoretical and assessment models as to their efficacy in given situations. This includes: a) the adequacy of the research and knowledge base; b) the range of applicability; c) the value and ethical issues, including the student's own value system, and d) the policy implications involved in assessment and delivery of services (**CL/APB1, CL/APB3, & CL/APB 5**);
 6. Demonstrate an understanding of the limitations in using classification schemes in understanding human behavior and the danger of mislabeling people, particularly those from at-risk populations. Demonstrate advanced knowledge of social work values and the ethical decision making processes as they relate to ethical dilemmas in clinical assessment and practice (**CL/APB10b**).

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP 2.1.1. Identify as a professional social worker and conduct oneself accordingly.

CL/APB1 Evaluate professional roles and boundaries

Objectives 5

Assignment: Diagnostic case exams

EP2.1.3. Apply critical thinking to inform and communicate professional judgments.

CL/APB3 Utilize multiple perspectives to analyze client's strengths and problems

Objectives 1, 4, 5

Assignment: Diagnostic case exams

EP2.1.5. Advance human rights and social and economic justice.

CL/APB5 Determine practice delivery and policies to promote social and economic justice and equity at multiple levels

Objectives 4, 5

Assignment: Assessment manual

EP2.1.10b. Assessment

CL/APB10b Design and conduct a multi-level case assessment based on a systematic and conceptually-driven process

Objectives 2, 3, 6

Assignment: Assessment manual

II. Teaching Methods:

The primary teaching methods will be lectures, discussion, and group exercises. Guest lecturers, group presentations, and audio-visual presentations will also be utilized.

III. Required Texts and Materials:

Required

American Psychiatric Association (APA). (2013). *Diagnostic and statistical manual of mental disorders* (5th Edition,). Washington, DC: American Psychiatric Association.

Jordan, C. & Franklin, C. (2016). *Clinical Assessment for Social Workers: Quantitative and Qualitative Methods (4th Edition)*. Chicago: Lyceum Press¹.

Pomeroy, E. (2015). *The Clinical Assessment Workbook, Second Edition*. Boston: Cengage.

Highly Recommended:

Preston, J.D., Oneal, J.H. & Talaga, M.C. (2013). *Handbook of psychopharmacology for therapists, Seventh Edition*. Oakland, CA: New Harbinger.

¹ Make sure that you get the 4th Edition of the text. There have been major updates in this latest edition (e.g., DSM-5, new measurements), and cannot be substituted by an earlier edition of the text.

Optional Not Required:

(sources for your further reading and study)

Barlow, D. H. & Durand, V. M. (2015). *Abnormal psychology: An integrative approach* (7th Edition). Belmont, CA: Wadsworth/Cengage Learning.

Fischer, J. & Corcoran, K. (2013). *Measures for Clinical Practice and Research: Couples, families, and Children: A sourcebook, Vol. 1*. Oxford University Press

Fischer, J. & Corcoran, K. (2013). *Measures for Clinical Practice and Research: Adults: A sourcebook, Vol. 2*. Oxford University Press.

Sandberg, K. M., Richards, & T.E., Erford, B. (2013). *Assessing common mental health and addiction issues with free-access instruments*. Hove East, Sussex: Routledge.

Sajatovic, M., & Ramirez, C. F. (2012). *Rating scales in mental health*. Baltimore, MD: John Hopkins University Press.

Required Online Readings:

Additional resource readings are available on Canvas. This syllabus, other helpful practice guidelines, and Dr. Franklin's vitae are also available on Canvas.

IV. Class Policies:

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students will lose 5 points for each day that an assignment is late. Any adjustments in due dates **MUST** be discussed with the instructor at least 24 hours **PRIOR** to the regularly scheduled date.
2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one course grade lower than their final grade when points are totaled.
3. Social work practitioners assume responsibility for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office.

4. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.
5. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
6. Because of the length and scope of this assignment students may work with one partner (but no more than one) and develop a joint intervention manual paper. If a joint paper is written it is expected that each student will contribute equally to the research and writing of the paper. A summary of each student's contribution must be included along with the paper.

V. THE UNIVERSITY OF TEXAS HONOR CODE:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://ddce.utexas.edu/disability/how-to-register-with-ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a

religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VI. Course Requirements:

The following course requirements will be completed during the semester, with a grade given for each assignment. Grading will be based on the final averages of cumulative grades across assignments and the student's participation and attendance in the class.

1) Examinations

Two diagnostic case assessment exams will be given during the course of the semester (see course schedule for dates). Both exams are take-home exams and will have three case vignettes. Both exams will consist of making an accurate diagnosis of case vignettes and discussion of other differential diagnosis that are to be ruled out in the making of the diagnosis. Students will also be expected to list the strengths of the client and appropriate psychosocial treatments and psychiatric medications that may be considered to helpful in this particular case. Students will be allowed to use the DSM-5, textbooks, and other notes during the exam. Both exams are short answer and test your knowledge of the readings, the power point lectures, and what has been covered in the class.

2) Assessment Paper (Manual) and Research Paper

Each student is to select a problem area of interest from the DSM (i.e. ADHD, Conduct Disorder, Borderline Personality Disorder, etc.) and conduct a scholarly study of this area in order to become an expert on the best way to assess this area. A typed, well organized, 15-20 page, paper that covers assessment methods is to be submitted for a final grade. An outline for the paper is presented below. It is recommended that students start on this assignment right away because the professor expects a thorough search of the literature in social work, psychology, and psychiatry in order to demonstrate that one has mastered the most current knowledge and assessment methods. A search of the literature should include journal articles as well as pertinent book chapters or monographs. Emphasis should be given to the most recent (within the past 5-7 years) literature and studies, although, anticipate that quality measurement instruments will be older than that time frame. While no specific number of articles or resources is suggested, an adequate reference list should be provided for the assessment resources obtained. It is assumed that most papers will have a lengthy bibliography to demonstrate one's mastery of the assessment methods under study. It is recommended that students set up the manual using both headings and subheadings (i.e. interview methods, standardized measures, tasks etc.). See the Jordan and Franklin book for examples of assessment methods and conduct thorough searches of your topic areas to discover valid and reliable measures used. **This assignment helps each student gain experience in applying the evidenced-**

based practice process and learning about the best assessment methods for a particular problem area.

Evidenced-based Practice Process

- 1) Converting one's need for information into an answerable question.
- 2) Tracking down the best available information to answer the question
- 3) Critically appraise the evidence for its' validity, reliability, impact and applicability.
- 4) Integrate this critical appraisal to improve practice skills and match our client's unique values.
- 5) Evaluating the effectiveness and efficiency in executing steps 1-4 and seek ways to improve both for next time.

You must follow the outline below in developing your assessment manual.

Assessment Manual Research Paper Outline

- I. Abstract.**
- II. Brief history and prevalence of the problem. Include data from epidemiological studies.**
- III. Assessment methods and tools available to assess and diagnose the problem.**
 - a.** Interview outline and key questions to ask.
 - b.** Standardized measures: Rating scales and self report instruments.
 1. Description (i.e., This is a 33-item standardized self-report instrument measuring ...).
 2. Summary of validity (i.e. factor analytic studies) and reliability (include coefficients) of available assessment measures to demonstrate if the measure has adequate reliability studies.
 3. Discussion of clinical utility of assessment tools and how they are being used in assessment and treatment of clients.

4. Report a brief review of the populations (norm groups) the measure is standardized on.
 5. Include a section on uses of measures with vulnerable and diverse populations. Examples include people of color, and those of low socioeconomic standing. Indicate if it is a good measure for use with those populations and why or why not.
 6. Include an example of at least one assessment and measure as a table or appendix.
Optional: Fill out a measure and score and write-up results for extra-credit (described below).
- c. Theoretical/Empirical categories, or other typologies that are frequently used by clinicians to understand and assess the problem (Bi-polar 1, II, rapid cycling, type 1 & 2 alcoholic etc. Descriptions of these often appear in the DSM or ICD. Summarize available evidence or lack thereof for various typologies and how distinctions they may be relevant to understanding a person's behavior and planning appropriate interventions. **Also discuss how ideas about the disorder might be biased against women, ethnic groups, and those of low socioeconomic classes?**
 - d. Medical tests (i.e. MRI) or other scientific means to ascertain the existence of the problem if relevant to clinical assessment. Only summarize if the method is being used in clinical practice.
 - e. Anything else found in the literature that you might want to add that has special significance for the assessment of the problem area covered.
- IV. Application:** Demonstrate the knowledge discussed in the paper by providing an example of how you will use the knowledge with a real or hypothetical case example. If you use a real case remove or change names and change details so it is not recognizable. The case example should read like a brief assessment report. Be specific about how you conducted the assessment because I am looking for details about how you would apply the assessment methods you have discussed to help you assess and diagnose a client.
- V. Extra-Credit:** *Receive 5 extra points on the paper for filling out a measurement instrument and writing up the results in a one-page summary that explains what the results mean and how this information might guide your interventions with a client.* You can also combine the scored measure with your case example above. **Be sure and**

**attach the scored measure to the manual as an appendix so I can see your work.
You will only receive the credit if the scored measure is included.**

VI. *Suggestions for Background Work Needed to Develop the Assessment Manual Paper*

1. Obtain the empirical, research literature reviewing what are the most effective assessments and evaluation approaches for working with your problem area. You can discover this easily by reading reviews of the area and doing a literature search in Psych Info for measures and assessments of the area. Certain books in social work may also be helpful to you such as the Jordan and Franklin book on the syllabus and the Corcoran & Walsh book on assessment and diagnosis published by Oxford University Press or Corcoran & Fischer book on Clinical Measures suggested as an optional reading. There is a library of assessment resources in the social work LRC and UT libraries including the Mental Measurement Year book and many sources are on-line.
2. Search out available assessment tools and procedures, and provide specific details on how to perform the assessment on your problem area.
3. Outline the procedures and outline and illustrate interview protocols and questions to ask the client. Also review assessment phases and instruments, stages or steps to follow in order to conduct a client assessment.
4. To improve your grade, practice filling out and scoring one the assessment measures and include in the manual.
5. When appropriate consult experts in this area who may guide you to pre-existing assessment tools or clarify details of an assessment.

Criteria for Getting an Excellent Grade on the Assessment Manual

In order to receive an excellent grade on the Assessment Manual it must be well researched, well written, and accurately describe how a practitioner applies the assessment information. I should be able to look at your manual and use the assessment methods and you should be able to take the materials to your field placement and use it. Make the manual something that will benefit your work. Here are the criteria I will be looking for in your assessment manual:

- 1) Did you cover all the material in the outline? Do not forget the questions to ask and the assessment instruments.
- 2) Did you demonstrate that you read the important assessment literature in this area? Do your citations indicate that you went beyond overview books and Internet sites and looked at scholarly journal articles and assessment instrument review(s)?
- 3) Did you accurately describe the assessment methods in a way that you or another practitioner could read what you wrote and understand what are some of the best assessments?
- 4) Was your assessment manual well organized and well written? Does the presentation of information look good and is easy to follow?
- 5) Did you use appropriate case examples, outlines, and tables to capture how a practitioner would conduct and apply the assessment, including one example of a measure?
- 6) Does your work express effort and creativity? Did you produce a product that is helpful and that you could use later in your practice? Tip: Would you be proud to show it to your potential employer in a job interview?

VII. Course Grading Criteria:

| <u>Course Assignments / Exams</u> | | <u>Grading Scale for Graduate Students</u> | |
|-----------------------------------|--------------------|--|------------------|
| | | 100 – 94 = A | 69 – 67 = D+ |
| Diagnostic Case Assessment: | | 93 – 90 = A- | 66 – 64 = D |
| <i>Exam I:</i> | 25% | 89 – 87 = B+ | 63 – 60 = D- |
| <i>Exam II:</i> | 25% | 86 – 84 = B | 59 and below = F |
| | | 83 – 80 = B- | |
| Assessment Manual: | 50% | 79 – 77 = C+ | |
| | | 76 – 74 = C | |
| <u>Total:</u> | <u>100%</u> | 73 – 70 = C-* | |

*Class failed/no credit: 73 and below

Grading Scale: (Grades are rounded up to the next number at .5). Grading of all written assignments will take into account the quality of the writing as well as the content. The APA format should be followed. Written material should be carefully proof-read and corrected for errors in punctuation, typographical errors, and spelling errors. Good writing requires a reiterative process that must be followed if quality is to improve. It is a good idea to read your paper several times and if possible have someone else read it.

VIII. Assignment Due Dates:

Diagnostic Case Exams 3/3/2015 and 3/31/2015

Assessment Manual: 5/5/2015

Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B average.

IX. Course Schedule

| Dates | Description | Text/Readings |
|--------------|--|---|
| 1/19 (W1) | <ul style="list-style-type: none"> - Introduction - Overview of Syllabus - Introduction to Assessment and Classification Systems | |
| 1/26 (W2) | <ul style="list-style-type: none"> - Biopsychosocial Assessment - Understanding the Role of SW's in Mental Health and Psychopharmacology | <i>Jordan & Franklin</i> , Ch. 1 to 4 & 9. <i>DSM 5</i> , Introduction, Use of the Manual, Cautionary Statement. |
| 2/2 (W3) | <ul style="list-style-type: none"> - Intellectual Disabilities Disorder - Social Communication Disorder - Autism Spectrum Disorders - Attention Deficit/Hyperactivity Disorder | <i>Jordan & Franklin</i> , Ch. 5 & 7. <i>DSM 5</i> , Neurodevelopmental Disorders, Disruptive, Impulse Control and Conduct Disorders. <i>Pomeroy</i> , Ch. 2. |
| 2/9 (W4) | <ul style="list-style-type: none"> - Disruptive, Impulse Control, and Conduct Disorders - Substance-related Disorders | <i>DSM 5</i> , Disruptive, Impulse Control and Conduct Disorders and Substance Related Disorders. <i>Pomeroy</i> , Ch. 15 & 16. |

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| 2/16 (W5) | <ul style="list-style-type: none"> - Schizophrenia Spectrum & other psychotic disorders - Catatonia Disorder | <p><u>DSM 5</u>, Schizophrenia Spectrum and Psychotic Disorders. <u>Pomeroy</u>, Ch. 3.</p> |
| 2/23 (W6) | <ul style="list-style-type: none"> - Bipolar Disorder & Related Disorders | <p><u>Jordan & Franklin</u>, Ch. 6. <u>DSM 5</u>, Bipolar and Related Disorders, Depressive Disorders. <u>Pomeroy</u>, Ch. 4.</p> |
| 3/1 (W7) | <ul style="list-style-type: none"> - Depressive Disorders <p>EXAM 1 DISTRIBUTED</p> | <p><u>DSM 5</u>, Depressive Disorders. <u>Pomeroy</u>, Ch. 5.</p> |
| 3/8 (W8) | <ul style="list-style-type: none"> - Separation Anxiety & Selective Mutism - Specific Phobia & Social Anxiety - Panic Disorder & Agoraphobia - Generalized Anxiety Disorder - Obsessive Compulsive Disorders <p><u>EXAM 1 DUE</u></p> | <p><u>DSM 5</u>, Anxiety Disorders and Obsessive Compulsive and Related Disorders. <u>Pomeroy</u>, Ch. 6 & 7.</p> |
| 3/15 (W9) | HAPPY SPRING BREAK | |
| 3/22 (W10) | <ul style="list-style-type: none"> - Trauma and Stressor Related Disorders - Dissociative Disorders | <p><u>Jordan & Franklin</u>, Ch. 8 <u>DSM 5</u>, Trauma-and-stress-related disorders, Dissociative Disorders. <u>Pomeroy</u>, Ch.8 & 9.</p> |
| 3/29 (W11) | <ul style="list-style-type: none"> - Personality Disorders | <p><u>DSM 5</u>, Personality Disorders, Alternative DSM 5 model for personality Disorders. <u>Pomeroy</u>, Ch. 19.</p> |
| 4/5 (W12) | <ul style="list-style-type: none"> - Personality Disorders <p>EXAM 2 DISTRIBUTED</p> | <p>(Review again) <u>DSM 5</u>, Personality Disorders. <u>Pomeroy</u>, Ch.19.</p> |
| 4/12 (W13) | <ul style="list-style-type: none"> - Anorexia Nervosa - Binge Eating - PICA - Avoidant/Restrictive Food Intake - Elimination Disorders <p><u>EXAM 2 DUE</u></p> | <p><u>DSM 5</u>, Feeding and Eating Disorders. <u>Pomeroy</u>, Ch. 11</p> |

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| 4/19 (W14) | - Manual Consultation Day <u>Bring draft of your manual for feedback with the professor</u> | |
| 4/28 (W15) | - Neurocognitive Disorders - Mental Status Examinations | <u>DSM 5</u> , Neurocognitive Disorders. <u>Pomeroy</u> , Ch. 18 |
| 5/3 (W16) | - Class wrap-up and Evaluation. <u>ASSESSMENT MANUAL DUE</u> | |

Websites for Finding Evidenced-Based Assessment and Practice Information

Practice Guidelines Available online

www.psychguides.com

The American Academy of Child and Adolescent Psychiatry Practice Guidelines. Available online with subscription to the journal "Journal of Child and Adolescent Psychiatry"

www.AACAP.org

The Journal of Clinical Psychiatry Practice Guidelines: Available online with subscription to the journal.

www.psychiatrist.com

The American Psychological Association publishes Practice Guidelines and Guidelines for interpreting the plethora of guidelines that exist.

www.apa.org

The Journal Clinical Evidence is an online journal that helps clinicians decide on what works for what disorder.

www.clinicalevidence.org/ceweb/conditions/index.jsp

The Up-date, Clinical Update

www.uptodate.com

The National Institute of Mental Health (NIMH)

www.nimh.nih.gov/

The Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov/

Campbell Collaboration

www.CampbellCollaboration.org

Cochrane Collaboration

<http://www.cochrane.org/>

The National Institute of Drug Abuse (NIDA)

www.nida.nih.gov

ONLINE RESOURCES FOR CLASS STUDY AND SOME JUST FOR FUN!!!

Stat!Ref, a collection of online medical titles that provides searchable full-text access to: AHFS Drug Information 2001, Basic and Clinical Pharmacology, Current Medical Diagnosis & Treatment, DSM-IV TR, Mosby's Drug Consult(R), Review of Natural Products, USP DI, Vol. I- Drug Information for the Health Care Professional, and USP DI, Vol. II-Advice for the Patient.

Stat! Ref is listed can be found at the following link:

<http://www.lib.utexas.edu/indexes/titles.php?id=341>.

DSM 5: <http://www.dsm5.org>

PSYWEB: www.Psyweb.com

Mental Health Information Source: <http://www.mhsource.com>

International Center for the Study of Psychiatry and Psychology (Critiques of Psychiatric practice and drugs): <http://www.icspp.org/>