

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SW393R1	<b>Instructor's name:</b>	Christine Winston, LCSW <a href="mailto:Christinewinston@gmail.com">Christinewinston@gmail.com</a> (not to be used for submitting assignments)
<b>Unique Number:</b>	62840	<b>Office Number:</b>	SSW 3.104A
<b>Semester:</b>	Spring 2012	<b>Office Phone:</b>	512.289.5802
<b>Meeting Time/Place:</b>	Thursdays 2:30-5:30pm Room #: 2.122	<b>Office Hours:</b>	Thursdays 1:30-2:30 pm or by appointment

**CLINICAL ASSESSMENT AND DIFFERENTIAL DIAGNOSIS**

**I. 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 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-IV TR. 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 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.

**II. 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: Case assignments, experiential work in class, exams, papers

**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: Case assignments, experiential work in class, exams, papers

**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: Case assignments, experiential work in class, exams, papers

**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: Case assignments, exams, papers

**III. 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.

**IV. Required and Recommended Texts, and Materials**

**Required Texts:**

American Psychiatric Association (APA). (2000). Diagnostic and statistical manual of mental disorders (4th-Text Revision Edition). Washington, DC: Author.

Frances, A and Ross, R. (2001). DSM-IV-TR Case Studies: A Clinical Guide to Differential Diagnosis (paperback). American Psychiatric Publishing, Inc.

Robison, J. E.(2008) Look Me in the Eye: My Life with Asperger's . Three Rivers Press (reprint edition).

Schiller, Lori & Bennett, Amanda (1996). The Quiet Room: A journey out of the torment of madness. Warner Books.

**Assigned Article Readings will be available on blackboard**

**Optional Texts:**

Jordan, C. & Franklin, C. (2003) Clinical Assessment for Social Workers. 2nd Ed. Chicago, Ill: Lyceum Books.

Pomeroy, E. C. & Wambach, K. G. (2003). The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis. Belmont, CA: Wadsworth.

Preston, JD, O'Neal, JH, Talaga. MH. (2008) Handbook of Clinical Psychopharmacology for Therapists, 5th edition. \_ New Harbinger Publications.

**V. Course Requirements**

The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the course. **Blackboard and Learning Resource Center assigned readings will be posted for each class session and should be considered part of your required reading assignments.**

**Examinations:**

Two two-part examinations will be given during the course of the semester (see course schedule for due dates). Exams will consist of both a take-home (50 pts. per take-home portion) and an in-class portion (50 pts. per in-class portion). Students will receive the take-home exam questions at least one week prior to their due date. This portion may include case materials (for assigning diagnoses), short answer, and/or essay questions. **Take home examinations must be TYPED.** The in-class portions of the exams will be similar to the licensing exam questions and will give the student an opportunity to practice the necessary test-taking skills needed to pass that exam. Combined mid-term in-class and take home exams are worth 100 points, while the combined final in-class and take home exams are worth 100 points.

**200 points maximum, exams**

**Two Psychosocial Assessment Papers on the Following Books:**

- ***Look Me in the Eye***
- ***The Quiet Room***

**150 points maximum, papers**

Each student will complete a 5-7 page clinical assessment of the main character in each of these books using the general assessment interview outline provided in "The Clinical Assessment Workbook" on pages 6-8.

The following additional aspects must also be included in the clinical assessment:

1. Identification of 4-6 defenses displayed by the main character or important supporting characters
2. An example of at least 1 ethical dilemma, ie a circumstance when two or more core social work values as defined by the NASW code of ethics are in conflict.
3. Where relevant in the available reading material, identify how age, class, culture, race, ethnicity, country of origin, language(s), educational attainment, religious back-ground, sexual orientation, clinician value conflict & physical disability may influence (limit, compromise, or enhance) the clinical diagnostic effort and the diagnosis
4. The effect of trauma and economic/social oppression on the diagnostic process and on the diagnosis
5. A five-axis DSM diagnosis with codes and suspected etiology of diagnosis.
6. Suggestions of areas for further testing or assessment, if needed

In the final section of the paper, write a **very brief** summary of how this individual and family affected you personally and in your role as a social worker (i.e. what were your initial reactions to this person's disorder; what were your reactions to the family and/or friends' ability to handle this illness; what were the most difficult parts of the story for you to deal with emotionally; what kinds of questions did it create for you; how did you feel about this person and those impacting him/her at the conclusion of the story; as a social worker, did you feel there were other things that could've been done to assist this person and their family or friends). Each paper is worth 75 pts.

**Workbook Assignments and In-Class Participation:**

**50 points, maximum, for completing workbook assignments to be discussed in class and for active participation throughout the course**

**Final grades:**

A total of 400 points may be earned for the above activities. Grades will be assigned as follows:

376-400 points	=	A
360-375 points	=	A-
348-359 points	=	B+
336-347 points	=	B
320-335 points	=	B-
308-319 points	=	C+
296-307 points	=	C
280-295 points	=	C-
268-279 points	=	D+
256-267 points	=	D
240-255 points	=	D-
239 points or below	=	F

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

**VI. 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 3 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. Students who are one point below the cut-off for a letter grade may receive the higher grade at the end of the semester based on attendance/participation.
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 (see MSW Handbook).
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.

**Special Accommodations for Students with a Disability**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.

**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://www.utexas.edu/depts./dos/sjs>).

**VII. Course Schedule**

January 19	Introduction Overview of Syllabus Overview of Class DSM Multiaxial system	<i>Begin Reading <u>Look Me in the Eye</u></i>
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January 26	<p>Introduction to Assessment and Diagnosis</p> <p>Mental Status Examinations</p> <p>Mini-Mental Status Exam</p> <p>Defense Mechanisms</p>	<p>Introduction of <b>DSM-IV-TR</b> (pp xxiii-xxxv, 13-37) &amp; Defensive Functioning Scale , Glossary of Specific Defense Mechanisms and Coping Styles ; GARF Scale, SOFAS Scale; Glossary of Technical Terms (807-828)</p> <p>Other Conditions that may be a Focus (V-Codes)</p> <p><b>Frances and Ross</b> –ch 1</p> <p><i>Recommended:</i>  <i>Jordan and Franklin ch 10 (Multicultural assessment)</i></p>
February 2	<p>Delirium, Dementia, Amnesic, and other Cognitive Disorders</p> <p>Mental Disorders due to a General Medical Condition</p>	<p><b>DSM-IV-TR</b> (pp. 135-190)</p> <p><b>Frances and Ross</b>—ch 2</p> <p><b>Rec : Workbook:</b> Read Ch 1 and Ch. 3 intro and Cases 3.1, 3.2</p> <p><i>Jordan and Franklin ch 7</i></p>
February 9	<p>Disorders usually diagnosed in infancy, childhood or adolescence</p>	<p><b>DSM-IV-TR</b> (pp. 39-134)</p> <p><b>Frances and Ross</b>—ch 1</p> <p>Cozolino ch. 20</p> <p><b>Rec: Workbook</b> Intro to Ch. 2 and cases 2 .3, 2.4, 2.7</p> <p><i>Jordan and Franklin ch. 6</i></p>
February 16	<p>Childhood and Adolescence cont</p> <p>Attachment issues and mental health</p> <p>Assessing attachment</p>	<p>Wallin, D.J., (2007) from <u>Attachment in Psychotherapy</u> pp 59-112</p>
February 23	<p>Personality Disorders</p> <p><b>Due: Psychosocial Assessment for <u>Look Me in the Eye</u></b></p>	<p><i>Begin reading <u>The Quiet Room</u></i></p> <p><b>DSM-IV-TR</b> (pp. 685-730)</p> <p><b>Frances and Ross</b>—ch 15</p> <p><b>rec: Workbook</b> Intro to Ch. 14 and Cases 14.1, 14.2, 14.3</p>
March 1	<p>Personality Disorders, Continued</p>	<p>Fonagy et al (2004) ch. 9</p> <p>Cozolino (2006) ch. 18, 19</p>

March 8	<p>Mood Disorders</p> <p>Adjustment Disorders</p> <p>Beck Suicide Intent scale</p>	<p><b>DSM -IV-TR</b> (pp. 345-428) &amp; Decision Trees for Mood Disorders (Appendix A) Pp 679-684</p> <p><b>Frances and Ross</b>—ch 5</p> <p><b>Rec: Workbook</b> Intro to Ch. 6 and Cases 6.1, 6.2 Intro to ch 15, cases 15.1, 15.2, 15.5</p>
March 15	SPRING BREAK	
March 22	<p>Anxiety Disorders</p> <p><b><u>Receive take home portion of Exam I</u></b></p> <p><b><u>In-Class Portion of Exam 1</u></b></p>	<p><b>DSM -IV-TR</b> (pp 429-484 except PTSD) &amp; Decision Trees for Anxiety Disorders</p> <p><b>Frances and Ross</b>—ch 6</p> <p><b>Rec: Workbook</b> Intro to Ch 7 and cases 7.1, 7.2, 7.3</p>
March 29	<p>Schizophrenia and other Psychotic Disorders</p> <p><b><u>Take home Portion of Exam 1 due</u></b></p>	<p><b>DSM-IV-TR</b> (297-334; 734-736; 791-807) &amp; Decision Trees for Psychotic Disorders and of Substance-Induced Disorders (Not Including Dependence and Abuse)</p> <p><b>Frances and Ross</b>—ch 4</p> <p><b>Rec: Workbook</b> Intro to Ch 5 and Cases 5.1, 5.3</p>
April 5	<p>Substance-related Disorders</p> <p><i>Guest Speaker: Dr. Diana Dinitto Substance abuse assessment and diagnosis</i></p>	<p><b>DSM-IV-TR</b> (pp. 191-296)</p> <p><b>Frances and Ross</b>—ch 3</p> <p><b>Rec: Workbook:</b> Intro to Ch. 4 and Cases 4.1, 4.2, 4.4</p>

April 12	<p>PTSD</p> <p>Dissociative Disorders</p> <p>Somatoform Disorders</p> <p>Factitious Disorders</p> <p><b>Due: Psychosocial Assessment for, <u>The Quiet Room</u></b></p>	<p><b>DSM-IV-TR</b> (pp 463-468; 485-533) <b>Frances and Ross</b>—ch 7,8,9</p> <p>Article on Trauma TBD</p> <p><b>Rec: Workbook:</b> Intro to Ch 8 &amp; 9 and Cases 8.1, 9.1,9.2</p>
April 19	<p>Eating Disorders</p> <p><b><u>Receive take home portion of exam II</u></b></p>	<p><b>DSM-IV-TR</b> (583-595) <b>Frances and Ross</b>—ch 11</p> <p><b>Rec:Workbook:</b> Intro to Ch 11 and Cases 11.1, 11.2</p>
April 26	<p>Impulse control disorders NOS</p> <p>Sleep Disorders</p> <p>Sexual and Gender Identity Disorders</p> <p><b><u>Take Home Portion of Exam II Due</u></b></p>	<p><b>DSM-IV-TR</b> (pp. 535-581; 597-678) <b>Frances and Ross</b>—ch 10,12,13</p> <p><b>Rec: Workbook:</b> Cases 10.1, 12.1, 13.1</p>
May 3	<p>Last Class day</p> <p><b><u>In Class portion of Exam II</u></b></p>	

### VIII. Bibliography

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