

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

Course Number:	SW 393R1	Instructor's name:	Beth Pomeroy, PhD bpomeroy@mail.utexas.edu
Unique Number:	62835	Office Number:	SSW 3.106B
Semester:	Spring, 2013	Office Phone:	232-3405
Meeting Time/Place:	Tues. 2:30-5:30pm Room 2.132	Office Hours:	Tuesdays 5:30-6:30 or by appointment.
		TA Name:	

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.

CL/APB1 Evaluate professional roles and boundaries

Objectives 5

Assignment: Homework Case Assignments and Take Home exams

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

Objectives 1, 4, 5

Assignment: Case Assessment papers

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

Objectives 4, 5

Assignment: Home Work Case Assessments and Take Home Exams

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

Objectives 2, 3, 6

Assignment: Case Assessment 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:

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

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

Robison, John Elder. (2008). *Look Me in the Eye: My Life with Asperger's*. Three Rivers Press. ISBN: 978-0307396181 (Available at Barnes and Noble or Amazon.com or other online bookstore).

or

Schiller, Lori & Bennett, Amanda (1996). *The Quiet Room: A journey out of the torment of madness*. Warner Books. ISBN: 0446671339 (Available at Barnes and Noble or Amazon.com or other online bookstore).

or

Verghese, Abraham (1999). *The Tennis Partner*. Perennial. ISBN: 0060931132

Assigned Readings posted on UT Blackboard Class website.

Optional:

Buelow, G., Hebert, S., & Buelow, S. (2000). *Psychotherapist's resource on psychiatric medications: Issues of treatment and referral*. Belmont, CA: Brooks/Cole.

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

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 assigned readings will be posted for each class session and should be considered part of your required reading assignments.**

Examinations:

Two examinations will be given during the course of the semester (see course schedule for due dates). All 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, 12 font, double-spaced.** 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

Psychosocial Assessment Paper:

One Psychosocial Assessment Paper on one of the Following Books:

- ***The Quiet Room***
- ***Look Me in the Eye: My Life with Asperger's***
- ***The Tennis Partner***

Each student will complete a 6-8 page clinical assessment of the main character in one of the above books, using the outline provided in "The Clinical Assessment Workbook." Include a description/assessment of the family situation and a **DSM Multi-Axial diagnosis**. In the final section of the paper, write a **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). The paper is worth 100 pts.

100 points maximum, paper

Homework Assignments:

A critical piece to this class is practicing your new assessment skills throughout the semester. Prepared vignettes taken from your *Clinical Assessment Workbook* (Pomeroy & Wambach, 2003) will allow you to immediately apply and practice your understanding of the *DSM-IV-TR* readings for that week. Ten case assessments will be assigned throughout the course (see syllabus). These will be graded on the accuracy and thoroughness of not only your diagnostic assessments, but the short answers provided for each case vignette. This is an extremely valuable and important way for you to explain the reasoning for your answers. **Complete the short answers thoroughly!** These assignments are carefully evaluated as a way of making sure everyone is understanding the material.

The cases must be turned in **on time at the beginning of class** to be given points. Late homework assignments will not be accepted without prior approval.

50 points maximum, homework assignments

Critical Analysis Paper:

Each student will select one diagnosis that is included in the *DSM-IV-TR*, and assigned class readings (see syllabus). You will complete a 4-6 page Critical Analysis of the diagnosis you have chosen, focusing your paper on evidence-based treatment interventions. Your resources must consist of a minimum of 4 peer-reviewed journal articles. Include in your critical analysis a thorough discussion of the strengths and limitations of the current research. (Suggestions) > Discuss other possible interventions that could be beneficial for clients with this diagnosis; ~ What are they, what are the main tenets and why do you think they would fit with your diagnosis? ~ Does the intervention comprehensively address the complexity of the diagnosis? And if so, how? Are there interventions that you believe from either research or practical clinical experience, that you think may work with this diagnosis? Based on your research, what are some of the implications for practice?

IMPORTANT: You must be sure to back up your analysis/ argument(s) with PEER-REVIEWED journals (i.e., "cited" scholarly literature.)

The topic (Diagnosis) for your paper is due in writing at the beginning of class, Feb. 14.

100 points maximum, analysis paper

Helpful Notes and Resources for Writing your Critical Analysis Paper

NREPP: SAMHSA's National Registry of Evidence-based Interventions, Programs and Practices

This resource is a very helpful tool to aid in your understanding of what goes into the developing of Evidence-based treatment interventions.

<http://www.nrepp.samhsa.gov/SubmissionCourse.aspx>

<http://www.dshs.wa.gov/dasa/services/research/CurrentEfforts/EBP.shtml>

Final grades: A total of 450 points may be earned for the above activities. Grades will be assigned as follows: (Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B average.)

427.5 - 450 = A
405 - 426 = A-
391.5 - 404 = B+
378 - 391 = B
360 - 377 = B-
346.5 - 359 = C+
333 - 346 = C
315 - 332 = C-
301.5 - 314 = D+
288 - 301 = D
270 - 287 = D-
269 and below = F

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. Homework assignments will not be accepted 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>).

Course Schedule

DATE	DESCRIPTION / ASSIGNMENTS DUE	ASSIGNED READINGS...on blackboard
Class 1 Jan. 15	Introduction Overview of Syllabus Overview of Theory	<u>Recommended Readings on blackboard:</u> (Corrigan, 2000). <i>MH Stigma as Social Attribution: Implications for Research Methods and Attitude Change.</i> (Mann, 2004). <i>Factors associated with Stigmatization of Persons with Mental Illness.</i>

<p>Class 2 Jan. 22</p>	<p>Introduction to Assessment and Classification Systems: DSM Multi-axial system & Background for understanding medications Mental Retardation</p> <p>Review of Clinical Assessment (CAW) Case Work Homework Assignments</p>	<p><u>Required Readings:</u> DSM-IV-TR (pp. 1-37) (pp. xxii-xxxvii) (pp.43-44) CAW- Chap. 1 (pp. 1-13); Chap. 2 (p. 14)</p> <p><u>Recommended Reading:</u> (Wehmeyer, 1995). <i>How self-determined are people with Mental Retardation?</i></p> <p><u>Homework:</u> Begin reading: <u><i>Look Me in the Eye, The Quiet Room, or The Tennis Partner</i></u></p>
<p>Class 3 Jan. 29</p>	<p>Disorders usually diagnosed in Infancy, childhood or adolescence; Pervasive Developmental Disorder Autism / Asperger's Feeding & Elimination Disorders Medications used with children Tics / Tourette's</p>	<p><u>Required Readings:</u> DSM IV-TR—Childhood disorders (pp. 69-84; 103-107; 108-116; 116-118) CAW- Chap. 2 (pp. 14-67)</p> <p>Case study 2.3 due</p> <p><u>Recommended Reading:</u> (Manning-Courtney et al., 2003) <i>The Diagnosis and Treatment of Autism spectrum Disorders.</i> (Jankovic, J., Oct. 18, 2001). <i>Tourette's Syndrome.</i></p>
<p>Class 4 Feb. 5</p>	<p><u>Continue:</u> Disorders usually diagnosed in infancy, childhood or adolescence. ADHD Oppositional Disorders Conduct Disorders</p> <p>Critical Analysis Paper Topic due in writing at beginning of class.</p>	<p><u>Required Readings:</u> DSM IV-TR—Childhood disorders (pp. 85-103) CAW- Chap. 2</p> <p>Case study 2.2 due</p> <p><u>Recommended Reading:</u> (Abikoff, 1992). <i>Attention-Deficit Hyperactivity and Conduct Dx: Comorbidity and Implications for Treatment.</i></p>
<p>Class 5 Feb. 12</p>	<p>Childhood and Adolescent Disorders; Childhood Depression Separation Anxiety; Selective Mutism; Reactive Attachment Disorder; Stereotypic Movement Disorder</p>	<p><u>Required Readings:</u> DSM IV-TR—Childhood disorders (pp. 121-131). CAW- Chap. 2</p> <p>Case study 2.8 due</p> <p><u>Recommended Reading:</u> (Cunningham et al, 2006.) <i>Social phobia, anxiety, oppositional behavior, social skills, and self-concept in children with specific selective mutism, generalized selective mutism, and community controls.</i></p>

<p>Class 6 Feb. 19</p>	<p>Schizophrenia & other psychotic disorders; Anti-psychotic medications</p>	<p><u>Required Readings:</u> DSM-IV-TR (pp. 297-343) CAW- Chap. 5 (pp. 118-142)</p> <p>Case study 5.2 due</p> <p><u>Recommended Reading:</u> (Folsom, Fleisher & Depp, Ch.2)</p>
<p>Class 7 Feb. 26</p>	<p>Mental Status Examinations</p> <p>Alzheimer's, Delirium, Dementia, Amnestic, and other Cognitive Disorders</p> <p>Mental Disorders due to a General Medical Condition</p> <p>Due: Psychosocial Assessment Paper at beginning of class. for : "Look Me in the Eye: My Life with Asperger's", "The Quiet Room", "or "The Tennis Partner"</p>	<p><u>Required Readings:</u> DSM-IV-TR (pp. 135-190) CAW- Chap. 3 (pp. 69-87)</p> <p>No case study this week</p> <p><u>Recommended Reading</u> (Walker, Pomeroy et al, 1994). <i>A Psycho-educational Model for Caregivers of Patients with Alzheimer's Disease.</i></p>
<p>Class 8 Mar. 5</p>	<p>Mood Disorders Antidepressant & Anti-manic medications Anxiety Disorders Anxiolytic medications</p> <p>Receive: Take-home portion of Exam I</p>	<p><u>Required Readings:</u> DSM-IV-TR (pp. 345-428) CAW- Chap. 6 (pp. 143-172); DSM-IV-TR (pp. 429- 484) CAW- Chap. 6 (pp. 143-172)</p> <p>Case study 6.2 due , 7.2 due</p> <p><u>Recommended Reading:</u> (Kessler, 2001). <i>Mood disorders in children and adolescents: an epidemiologic perspective</i></p>
<p>Class 9 Mar. 12</p>	<p>Spring Break Mar. 10-13, 2013 - NO CLASS</p>	
<p>Class 10 Mar. 19</p>	<p>Take-home portion of Exam I due In-class portion of Exam I</p> <p>PTSD</p> <p>Dissociative Disorders</p>	<p><u>Required Readings:</u> DSM-IV-TR (pp. 463-468; 519-533) CAW- Chap. 9 (pp. 226-229) CAW- Chap. 7 (pp. 173-207)</p> <p>No case study due today</p>
<p>Class 11</p>	<p>Substance-related Disorders Substance abuse and older adults</p> <p>Guest Lecturer</p>	<p><u>Required Readings:</u> DSM-IV-R (pp. 191-296) CAW- Chap. 4 (pp. 88-117)</p> <p>Case study 4.2 due</p>

Mar. 26		<u>Recommended Reading:</u> (Lehman, 2000). <i>Assessment and Classification of Patients with Psychiatric and Substance Abuse Syndromes</i>
Class 12 April 2	Eating Disorders Impulse control disorders NOS Movie: <i>THIN</i>	<u>Required Readings:</u> DSM-IV-R (pp.583-594; 663-678) CAW- Chap. 11 (pp. 257-261) CAW - Chap. 13 (pp. 293-303) Case study 11.2 due <u>(Recommended Reading:</u> (Didie, 2005). <i>Binge eating and psychological distress: Is the degree of obesity a factor?</i>
Class 13 April 9	Personality Disorders DUE: Critical Assessment Paper beginning of class	<u>Required Readings</u> DSM-IV-TR (pp. 685-730); (pp. 663-677). CAW- Chap. 14 (pp. 305-311) No case study this week <u>Recommended Reading:</u> (Torgersen, 2001). <i>Prevalence of Personality Disorders in a Community Sample</i>
Class 14 April 16	Somatoform Disorders Factitious Disorders Sleep Disorders Sexual and Gender Identity Disorders Receive Take Home Portion of Exam II	<u>Required Readings:</u> DSM-IV-TR (pp. 485-512; 513-518; 597-662) CAW- Chap. 8 (pp. 209-213); CAW Chap. 10 (pp.237-241). Case study 8.2 due <u>Recommended Reading:</u> (Cohen-Kettenis, 2009). <i>The DSM diagnostic criteria for GID in adolescents and adults</i>

Class 15 April 23	Adjustment Disorders Other Conditions that may be a Focus of Clinical Attention (V-codes)	<u>Required Readings:</u> DSM-IV-TR (pp. 535-582; 679-684; 743-744) CAW- Chap. 15 (pp. 329- 360) Case study 15.2 due <u>Recommended Reading:</u> (Portzy, 2005). <i>Adjustment Disorder and the course of the suicidal process in adolescents</i>
Class 16 April 30	LAST CLASS DAY: Take-home portion of Exam II due beginning of class In-class portion of Exam II	

VII. Bibliography

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