

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

Course Number:	SW 393R1	Instructor's name:	Mitch Sudolsky, MSSW, LCSW sudolsky@mail.utexas.edu
Unique Number:	92080	Office Number:	SSW 3.124K
Semester:	Summer, 2015	Office Phone:	
Meeting Time/Place:	TTH5:30-8 SSW 2.116	Office Hours:	Tuesday 4:00-5:00 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-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 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: Examinations

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: Examinations; Class participation (case discussions)

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: Examinations; paper; class participation

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: Examinations; class participation (case discussions)

III. Teaching Methods

The primary teaching methods will be lectures, discussion, and small group exercises involving case analyses.

IV. Required and Recommended Texts, and Materials

Required:

1) Desk Reference to the Diagnostic Criteria From DSM-5, American Psychiatric Association, 2013

2) Barlow & Durand, *Abnormal Psychology*, Seventh Edition (2015)

Other readings as assigned will be posted on Canvas

V. Course Requirements

Examinations

Two examinations will be given during the course of the semester (see course schedule for dates). Examinations will include case analyses and short-answer questions. Short-answer questions 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. **Students are required to bring their own copy of DSM-5 in answering case analysis questions on the examinations.**

Paper

Each student is to select a problem area of interest and write a scholarly paper focused on assessment and treatment. A review of the scholarly literature on a particular disorder should be integrated with a work of literary fiction or nonfiction (e.g., biography, autobiography, account by a family member) whose focus is a person with this psychiatric disorder. Papers must be 10-12 pages (excluding references and title page), typed, double-spaced with 12-point font and one-inch margins on all sides. Citations must be provided for all assertions of fact, and APA format must be used. It is recommended that students start on this assignment right away because the instructor expects a thorough search of the literature in social work, psychology, psychiatry and related fields in order to demonstrate that one has mastered the current knowledge and methods concerning assessment and treatment of the problem area. A search of the literature must include journal articles as well as books. Emphasis should be given to the most recent (within the past 5 to 7 years) literature and studies. Of course, seminal pieces that fall outside of this time parameter should still be included. Papers will be graded on both content and writing style. An outline of the paper is provided below:

- I Introduction/Statement of the Problem. This should include specification of your problem area of interest with parameters (e.g., age, gender, etc.) For example, "This paper addresses adolescent females with a diagnosis of major depressive disorder."
- II. Critical examination of assessment methods and instruments relevant to the particular problem area.
 - A. What are the preferred methods to assess this problem? If you were a social worker in the field, based on your review of the literature, how would you assess for the existence and severity of this problem in a client system? What challenges or difficulties might you expect to encounter in a clinical interview?
 - B. Describe what standardized measures, such as rating scales and self-report instruments you would use and why you would use them.
- III. A review of the literature regarding the efficacy of treatment approaches with the problem area. The primary focus here should be on outcome studies.

- IV. An overview of any relevant contributions of diversity and/or social justice issues to the understanding of the assessment and treatment of the problem area.
- V. Provide a brief synopsis of the literary work you have chosen. Describe the person who is the focus of the book, and use what you have learned from this work in addressing other areas in this paper, e.g. diagnostic criteria, assessment, treatment, social justice issues, etc.
- VI. Conclusions that summarize the knowledge discussed in the paper.

Overall Criteria for Evaluating Student Assignments

The skills possessed by effective professional social workers include the ability to write well and to speak in an articulate and persuasive manner to groups. Your written work should be well conceptualized and researched, clearly organized, and supported by examples and details. Papers must be typewritten, proofread for spelling and grammatical errors, double-spaced and in 12 font, and must follow the APA style format. The *Publication Manual of the American Psychological Association* (APA) is the style manual to be used for all assignments. Incorrect use of APA style may result in a deduction of points on assignments. Appropriate referencing (authors, titles, page numbers, etc.) of assignments is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) should be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due to credit to others will result in a “0” for the assignment and/or an “F” for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such. If you do not know how to cite appropriately, please learn before you submit any assignments.

Papers must include the following elements:

- **Clear answers to all required questions**
- **Adherence to assignment parameters around length of paper (Note: papers less than the minimum length will receive no higher than a grade of 80; papers exceeding the maximum length will only be graded on a review of the maximum number of pages stipulated by the assignment)**
- **Evidence of independent, critical thinking**
- **Research from peer-reviewed professional journals and from recent books**
- **Integration of material from lectures and course readings**
- **Use of grammar, spelling, and punctuation appropriate to graduate level written work.**

Note: Papers will not be accepted after the due date listed in this syllabus.

Class participation, attendance, and preparation

Students are expected to come to class on time, complete assigned readings on time, and to contribute to class discussions. Students will be required to participate in small group in-class

assignments which involve analyses of cases and class presentations of group findings. The class participation grade will be determined by the instructor's rating of the quality and quantity of the student's contributions in class.

Determination of final grade:

Examinations: 60%

Paper: 25%

Class participation: 15%

GRADUATE GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

A = *Significantly exceeds assignment/performance expectations* (evidence of critical thinking, quality and quantity of research, and analysis that resulted in work additional to that set forth in the assignment directions);

B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking, evidence of research effort, and analysis (i.e. coherence and integration of ideas);

C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis and lacks evidence of research from professional journals or recent or influential books.

D = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis

VI. CLASS POLICIES

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. These expectations will also apply to students in this course. Students will lose 3 points for each day that an assignment is late. Any adjustments in due dates due to extenuating circumstances must be discussed with the instructor **at least 24 hours PRIOR** to the regularly scheduled due date.
2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., family emergency or illness for which documentation

may be required) will be penalized one point per unexcused absence when points are totaled.

3. This course is part of a professional training program. The behavior that is expected of social workers in professional practice is also expected of students in this course. Students are expected to arrive at class punctually, to remain in class for its duration, and to maintain focus upon course content during class. Cell phones, laptops, tablets and other electronic devices must be turned off and put away. Eating is only permitted during breaks. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
 4. Student feedback is welcomed. Students are encouraged to provide feedback to the instructor during office hours, by e-mail, and by appointment.
 5. If students are concerned about their grades, the instructor is available to work with students to help them improve their course grades prior to the end of the semester.
- Final grades assigned in the course are not negotiable.**

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 IN CLASS. 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. 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 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.

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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel: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 CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with 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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/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, an examination, a work assignment, or a 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. All faculty, instructors, and staff who supervise students are required to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. Further information including student resources related to Title IX may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

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 FERPA regulations as well. Discussions with individuals outside of the educational context are 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 to keep the university informed about changes to their 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 among 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](tel: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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

Course Schedule

Date	Description	Text / Readings
6/4/15	Introduction Overview of Syllabus Defining mental disorder	
6/9/15	Introduction to Assessment and Classification Systems	Barlow & Durand, Ch. 1,2 DSM 5, p. 5-25 Mayor's Mental Health Task Force Report, p. 1-7 Maia Szalavitz, When the cure is not worth the cost, New York Times, April 11, 2007 Community Action Network, Frequently Asked Questions about Adult Mental Health
6/11/15	Mental status examination Methods of assessment	Barlow & Durand, Ch. 3 Nicholi, "The Therapist-Patient Relationship"
6/16/15	Mood Disorders	Barlow & Durand, Ch. 7
6/18/15	Assessment of suicidality	DSM p. 155-188; 123-140 Brooke Shields, War of words, New York Times, July 1, 2005
6/23/15	Neurodevelopmental disorders ADHD	Barlow & Durand, Ch. 14 DSM, p. 31-41, 50-66

6/25/15	Psychiatric disorders and aging Neurocognitive disorders	Barlow & Durand, Ch. 15 DSM p. 591-614
6/30/15	Schizophrenia and other psychotic disorders	Barlow & Durand Ch. 13 DSM, p.45-64
7/2/15	Schizophrenia Exam 1	
7/7/15	Anxiety Disorders; stress and mental health Anxiolytic medications	Barlow & Durand, Ch.5,9 DSM, p. 115-140
7/19/15	PTSD Assessment and crisis intervention Dissociative Disorders Adjustment disorders	Barlow & Durand, p. 155-162 DSM p. 141-160 David Finkel, The Return, <i>The New Yorker</i> , 9/9/13 Atul Gawande, Hellhole, <i>The New Yorker</i> , 3/30/09
7/14/15	Substance-related Disorders	Barlow & Durand, Ch.11 DSM p. 227-284
7/16/15	Eating Disorders	Barlow & Durand. 268-295 DSM p. 169-176

7/21/15	Personality Disorders Disruptive, impulse-control and conduct disorders Assessment of potential for violence Paper Due	Barlow & Durand, Ch. 12 DSM p.321-332; 219-226
7/23/15	Somatic symptom and related disorders Factitious Disorders Sleep Disorders Sexual and Gender Identity Disorders	Barlow & Durand, p. 295-313, Ch. 6 DSM p. 161-168; 181-218
7/28/15	Exam II	