

**University of Texas at Austin School of Social Work
Spring 2015: SW 393R 1 Clinical Assessment and Differential Diagnosis
Mondays, 2:30-5:30, Social Work Building 2.118**

Instructor:

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*WHEN EMAILING DR. CASTRO, ALWAYS START THE SUBJECT LINE WITH: **SW393R**

Office Hours: Mondays 10 am – 1 pm by appointment. Sign-ups for office hours can be completed on Canvas on a first come first serve basis. *Sign up at least 24 hours before your requested appointment.* No more than one person will be allowed to sign up for a time slot without prior approval from the instructor. Contact the instructor via email to request an appointment outside of designated office hours.

Teaching Assistant:**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 biopsychosocial-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/APB5)**

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: in class and homework case assignments; exams

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

Objectives 1, 4, 5

Assignment: in class and homework case assignments; exams

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

Objectives 4, 5

Assignment in class and homework case assignments; exams

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

Objectives 2, 3, 6

Assignment: in class and homework case assignments; exams

III. Teaching Methods and Assignments

The primary teaching methods will be lectures, discussion, and group exercises. Audio and visual presentations and group presentations may also be utilized. Each class contains assigned readings, including a peer-reviewed research article. Multiple case studies are expected to be completed in group format each week. This is intended to prepare students to complete the homework case studies on their own. Two in-class exams will constitute the majority of

students' grade. Take home extra credit exercises and extra credit in-class pop quizzes may be assigned at the instructors discretion.

Weekly In-class Exercises

A significant proportion of each class will be spent practicing the skills of identifying symptoms and developing an informed diagnostic impression. Cases may have one or more diagnoses or ambiguous diagnoses. Written case studies will be used as the basis for these exercises. *You should bring your copy of the DSM-5 to every class in order to complete these assignments.* Only a complete assignment (one that addresses all four points) will be accepted. With the exception of the first 2 exercises, all exercises will be completed independently. Exercises will be due by end of class each day. Exercises are worth 10 points each. Eleven exercises will be completed, but only 10 will count toward the final grade. Each student's lowest scored exercise will be dropped. For each exercise, students will be expected to:

- 1) Fully and correctly name and code the diagnosis according to DSM-5.
- 2) Identify the essential/defining feature(s) of the diagnosis and provide evidence of its presence from the case study (i.e., examples of how the symptom is manifesting in the case study).
- 3) Defend your diagnosis according to the framework of Presence, Persistence, Pervasiveness, Impairment.
- 4) List any differential diagnoses and your rationale for ruling them out.

Exams

There will be one in-class exam on March 9, and another on May 4. Exams will cover material the first and second halves of the semester, respectively. Each exam will contain a combination of multiple choice and essay questions, and case studies. *Any material appearing in the course may be covered in exams.* Exams will be worth 100 points each. *Students are allowed both sides of one 8.5" X 11" piece of paper (distributed by the instructor) containing hand written notes and the DSM-5 for each exam.* The DSM will not be allowed for the multiple choice portion of each exam. You must turn in the multiple choice portion of the exam before you will be allowed to take the DSM-5 out for the rest of the exam. No other materials will be allowed.

Weekly Take-home Exercises

Only a complete assignment (one that addresses all five points) will be accepted. Take-home exercises will be due on the Saturday after it is assigned by 12 pm. *The single exception to this due date is the Anxiety Disorders Case Assignment, which will be due the second Saturday after it is assigned (March 14).* If it is not submitted by this time, *2 points will be deducted for each day the exercise is late. No exercises will be accepted after 8:00 am on the Monday after it is due.* Exercises will only be accepted via Canvas; the instructor will not accept hard copies.

IV. Required Texts

Textbooks

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

Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2013). *Psychopathology: History, Diagnosis, and Empirical Foundations*, 2nd Edition.

Additional Required Readings (available via Canvas)

Bruchmuller, K., & Meyer, T.D. (2009). Diagnostically irrelevant information can affect the likelihood of a diagnosis of bipolar disorder. *Journal of Affective Disorders*, 116, 148-151.

Caetano, R., Clark, C.L., & Tam, T., (1998). Alcohol consumption among racial/ethnic minorities: Theory and research. *Alcohol Health and Research World*, 22(4), 233-244.

Gara, M.A., Vega, W.A., Arndt, S., Escamilla, M., Fleck, D.E., Lawson, W.B., et al. (2012). Influence of patient race and ethnicity on clinical assessment of patients with affective disorders. *Archives of General Psychiatry*, 69(6), 593-600.

Gordon, K.H., Brattole, M.M., Wingate, L.R., & Joiner, TE (2006). The impact of client race on clinician detection of eating disorders. *Behavior Therapy*, 37(4), 319-325.

Joiner, T.E. (2005). Chapter 4: What do we mean by suicide? How is it distributed in people? In T.E.. Joiner, *Why People Die by Suicide*. Cambridge, MA: Harvard University Press. pp 137-171.

Joiner, T.E., Walker, R.L., Rudd, M.D., & Jobes, D.A (1999) Scientizing and routinizing the assessment of suicidality in outpatient practice. *Professional Psychology: Research and Practice*, 30(5), 447-453.

Lewis, M., & Rudolph, K.D. (eds.) (2014). *Handbook of Developmental Psychopathology*, 3rd Edition. New York: Springer.

Moffit, T.E., Caspi, A., Rutter, M., & Silva, P.A. (2004) *Sex Differences in Antisocial Behavior: Conduct Disorder, Delinquency, and Violence in the Dunedin Longitudinal Study*. Cambridge: Cambridge University Press.

Porter, J.S., & Risler, E. (2013). The new alternative DSM-5 model for personality disorders: Issues and controversies. *Social Work Practice*, (24)1, 50-56.

Ribeiro, J.D., Bodell, L.P., Hames, J.L., Hagan, C.R., & Joiner, T.E. (2013). An empirically based approach to the assessment and management of suicidal behavior. *Journal of Psychotherapy Integration*, 23(3), 207-221.

V. Course Policies

Attendance

Class will start promptly at 2:30 pm. Students are expected to attend all classes and arrive on time. If you cannot attend a class, please notify the instructor ahead of time. *Be aware that more*

than one unexcused absence will result in a loss of 2.5% of the overall grade. Please notify the instructor as soon as possible after a *documented, unforeseen emergency* that has caused you to miss class with no prior notice. In the case of an absence due to a documented and unforeseen emergency, the instructor will assist you in getting caught up on the missed class. Under no circumstances can you “make up” pop-quizzes, take home extra credit, or in class group work. Exams missed due to a documented, unforeseen emergency will be made up during final exam week at the designated day and time for this class. If you have an unforeseen emergency that affects your attendance in this course, be prepared to approach the instructor about it with official documentation of the unforeseen emergency.

Participation

Students are expected to be prepared for each session and participate meaningfully each week. This includes contributing to in-class discussions and participating in all group exercises. Turn mobile phones off or to silent when you enter the classroom. Be respectful of classmates by refrain from talking out of turn, checking phones or email, texting etc. in class.

Electronic Devices in the Classroom

Students’ use of laptop computers or tablets is permitted in class insofar as they are used for note-taking and in compliance with course syllabi and instructor guidelines. The use of laptops for other purposes (e.g., instant messaging, video chat, playing games, internet browsing, etc.), except as explicitly authorized by the instructor constitutes unprofessional behavior. The use of other electronic devices during class is prohibited. *Students misusing laptops or tablets, or using other electronic devices during class (e.g., texting on cell phones, etc.) will be dismissed from class and this dismissal will constitute an unexcused absence.* Students are reminded that professional behavior constitutes an important domain in faculty evaluation of student performance.

Use of Canvas web site: Web-based, password-protected class sites using Canvas software are available for all accredited courses taught at The University of Texas. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging email, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>.

VI. Course Grading System

Grades will be based on 2 exams (worth 100 points each), and 10 exercises (worth 10 points each), totaling 300 points. Student grades will be based on the percentage of points earned out of 300. The grading scale for this course is as follows:

100-95% = A	83.999-80%= B-	69.999-67%= D+
94.999-90%= A-	79.999-77%= C+	66.999-64%= D
89.999-87%= B+	76.999-74%= C	63.999-60%= D-
86.999-84%= B	73.999-70%= C-	59.999% and below = F

VII. University Notices and Policies

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 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,

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 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.

VIII. Course Schedule

Date	Topic	Readings Due
1/26	Discuss Course Syllabus Introductory Topics	Craighead, Ch 1
2/2	Depressive Disorders	Craighead, Ch 8, 9
2/9	Suicide	Joiner, 2005 Ch 4 Joiner et al., 1999 Ribeiro, et al., 2013
2/16	Bipolar and Related Disorders	Craighead, Ch 10 Bruchmuller, & Meyer, 2009
2/23	Obsessive Compulsive and Related Disorders Trauma and Stressor Related Disorders	Craighead, Ch 3, 6, & 7
3/2	Anxiety Disorders	Craighead, Ch 4 & 5
3/9	EXAM 1	
3/16	Spring Break!	Have a great week!!
3/23	Disruptive Disorders	Lewis & Rudolph, Ch 22, 427-439 Lewis & Rudolph, Ch 24, pp. 467-479 Moffitt et al., 2004, Ch 4, 8, 15
3/30	Neurodevelopmental Disabilities	Lewis & Rudolph, Ch 33 & 34
4/6	Schizophrenia Spectrum and other Psychotic Disorders	Craighead, Ch 11 Gara, Vega, Arndt, et al., 2012
4/13	Feeding and Eating Disorders	Craighead, Ch 12 & 13 Gordon, et al., 2006
4/20	Substance Use and Related Disorders	Craighead, Ch 15 Caetano, Clark, & Tam, 1998
4/27	Personality Disorders	Craighead, Ch 14 Porter & Risler, 2013
5/4	EXAM 2	Have a great summer!!