

**University of Texas at Austin School of Social Work  
Summer 2017: SW 393R 1 Clinical Assessment and Differential Diagnosis  
Tuesdays and Thursdays, 5:30 pm-8 pm, Social Work Building 2.116**

**Instructor:**

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

**Office Hours:**

Tuesdays and Thursdays appointment. Contact Dr. Castro via email to schedule an appointment.

**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.
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.
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.
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.
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;
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.

### III. Teaching Methods and Assignments

The primary teaching methods will be lecture, discussion, case study, and group exercises. Video presentations and group presentations will also be utilized. Each class contains assigned readings, including at least one peer-reviewed research article in most weeks. Case studies are expected to be completed in class in a group format each week. Two in-class exams will constitute the majority of your grade. Take-home and in-class extra credit exercises may be assigned at Dr. Castro's 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. Practice 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.* You will complete case studies as a class, but each person must turn in their own case study worksheet at the end of class. *Only a complete case study worksheet will be accepted.* Exercises are worth 10 points each for a total of 100 points.

#### Exams

*There will be one in-class mid-term exam on June 27, and one final exam on July 27th.* Exams will cover material from the first and second halves of the course, respectively. *Each exam will contain 30-40 multiple choice questions, 10-15 short answer essay questions, and 1 case study.* Any material appearing in the course may be covered in exams—this includes anything discussed in lecture or presented in videos, power point slides, or readings. Exams will be worth 100 points each. You will be allowed both sides of one 8.5" X 11" piece of paper (distributed by Dr. Castro) containing hand written notes, and the DSM-5, for each exam. The DSM will not be allowed for the multiple choice or essay portion of each exam. You must turn in the multiple choice and essay portions 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 during exams.

### IV. Required Texts

#### Required Textbook

1. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders 5th Edition*. Washington, DC: American Psychiatric Association.

#### Additional Required and Recommended Readings (available via Canvas)

1. Beck, A.T. (2008). The evolution of the cognitive model of depression and its neurobiological correlates. *American Journal of Psychiatry, 165*, 969-977.
2. Beck, A.T., & Emory, G. (2005). *Anxiety Disorders and Phobias: A Cognitive Perspective*. Cambridge, MA: Basic Books.
3. 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.
4. 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.
5. Crowell, S.E., Beauchaine, T.P., & Linehan, M.M (2009). A biosocial developmental model of borderline personality: Elaborating and extending Linehan's theory. *Psychological Bulletin, 135*(3), 495-510.

6. 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.
7. Gordon KH, Castro Y, Sitnikov L, & Holm-Denoma JM (2010). Cultural body shape ideals and eating disorder symptoms among Hispanic, Black, and White college women. *Cultural Diversity & Ethnic Minority Psychology*, 16(2),135-143.
8. 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.
9. Hooley, J.M. (1998). Expressed emotion and psychiatric illness: From empirical data to clinical practice. *Behavior Therapy*, 29, 631-668.
10. Jewell, J.D., Hupp, S.D.A., & Pomerantz, A.M (2009). Diagnostic Classification Systems. In J.L. Matson, F. Andrasik, & M.L. Matson (Eds). *Assessing Childhood Psychopathology and Developmental Disabilities*. New York, Springer.
11. John, O.P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. *Handbook of Personality: Theory and Research*, 2(1999), 102-138.
12. Joiner, T.E. Jr. (2005). Chapter 4: What do we mean by suicide? How is it distributed in people? In T.E. Joiner Jr., *Why People Die by Suicide*. Cambridge, MA: Harvard University Press. pp 137-171.
13. Joiner, T.E. Jr., 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.
14. Lewis, M., & Rudolph, K.D. (eds.) (2014). *Handbook of Developmental Psychopathology*, 3<sup>rd</sup> Edition. New York: Springer.
15. Lilienfeld, S.O., & Lynn, S.J. (2014). Errors/Biases in Clinical Decision Making. *The Encyclopedia of Clinical Psychology*, 1-9.
16. Miklowitz, D.J., & Johnson, S.L. (2006). The psychopathology and treatment of bipolar disorder. *Annual Review of Clinical Psychology*, 2, 199-235.
17. Nolen-Hoeksema, S., & Girgus, J.S. (1994). The emergence of gender differences in depression during adolescence. *Psychological Bulletin*, 115(3), 424-443.
18. 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.
19. 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.
20. Witkiewitz, K., & Marlatt, G.A. (2004). Relapse prevention for alcohol and drug problems: That was Zen, this is Tao. *American Psychologist*, 59(4), 224-35.

## V. Course Policies

### Attendance

*Class will start promptly at 5:30 pm.* Students are expected to attend all classes and arrive on time. If you cannot attend a class, please notify Dr. Castro ahead of time. *Be aware that after one unexcused absence, each subsequent unexcused absence will result in a loss of 2.5% of your overall grade.* Please notify Dr. Castro 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, Dr. Castro will assist you in getting caught up on the missed class. Under no circumstances can you “make up” any in-class work. Exams missed due to a documented, unforeseen emergency can be made up at a time agreed upon by the student and Dr. Castro. If you have a documented, unforeseen emergency that affects your attendance in this course, be prepared to approach Dr. Castro about it with official documentation of the unforeseen emergency.

### Participation

Students are expected to be prepared for each session and participate meaningfully each week’s discussions and group work. Turn mobile phones off or to silent when you enter the classroom. *Phones must be completely silent.* Placing phones on vibrate is not acceptable. Be respectful of classmates by refraining from talking out of turn, checking phones or email, texting etc. in class.

### Electronic Devices in the Classroom

Students’ use of laptop computers, tablets or any other electronic device is not permitted in class. *Students using any electronic devices during class 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>.

This class will utilize Canvas for distribution of class readings and any other written materials, sharing of class power points, and recording of student grades. Canvas will also be used by Dr. Castro to communicate with students via email. Please make a concerted effort to check your email at least once per day for any announcements from Dr. Castro regarding this course.

## VI. Course Grading System

Grades will be based on 2 exams (worth 100 points each), and 10 case-study 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:

100-94% = A

93.999-90% = A-

89.999-87% = B+

86.999-84% = B

83.999-80% = B-

79.999-77% = C+

76.999-74% = C

73.999-70% = C-

69.999-67% = D+

66.999-64% = D

63.999-60% = D-

59.999% and below = F

## VII. University Policies (REQUIRED TO BE INCLUDED IN ALL SYLLABI)

**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.

**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. More information may be found at <http://diversity.utexas.edu/disability/>.

**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 <https://cmhc.utexas.edu/>.

**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/conduct/>).

**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.

**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.

**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.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**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.



**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. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**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://operations.utexas.edu/units/csas/bcal.php>.

**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.

**VIII. SW 393R Summer 2017 Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>
6/1	Student/Instructor Introductions Discussion of Course Syllabus Defining Abnormality Issues in Diagnosis with the DSM-5	Listen to this podcast or read the transcript: <a href="http://www.thisamericanlife.org/radio-archives/episode/204/81-words">http://www.thisamericanlife.org/radio-archives/episode/204/81-words</a> <a href="http://www.thisamericanlife.org/radio-archives/episode/204/transcript">http://www.thisamericanlife.org/radio-archives/episode/204/transcript</a>
6/6	Biases/Errors in Clinical Decision-Making Introduction to the Diagnostic Process and the Case Study Worksheet	Jewell, Hupp, & Pomerantz, 2009 Lilienfeld & Lynn, 2014
6/8	Depressive Disorders	DSM-5, pages 155-188 Nolen-Hoeksema & Girgus, 1994 Beck, 2008
6/13	Bipolar and Related Disorders	DSM-5, pages 123-154 Miklowitz & Johnson, 2006 Bruchmuller, & Meyer, 2009
6/15	Assessment of Suicidality	Joiner et al., 1999 Ribeiro, et al., 2013
6/20	Anxiety Disorders I: PTSD, OCD	DSM-5, pages 208-217, 235-247, 271-290 Beck & Emory, Ch 1 and 2
6/22	Anxiety Disorders II: Generalized Anxiety Disorder & Panic Disorder	DSM-5, pages 189-208, 217-233 Beck & Emory, Ch 3 and 4
6/27	Exam 1	
6/29	ADHD, Conduct Disorder and Oppositional Defiant Disorder	DSM-5, pages 59-66, 462-466, 469-476 Lewis & Rudolph, Ch 22, 427-439 Lewis & Rudolph, Ch 23, 467-479
7/4	Fourth of July Holiday	
7/6	Intellectual Disability and Autism Spectrum Disorder	DSM-5, pages 31-41, 50-59 Lewis & Rudolph, Ch 33 & 34
7/11	Schizophrenia Spectrum and other Psychotic Disorders	DSM-5, pages 87-122 Hooley, 1998 Gara, Vega, Arndt, et al., 2012
7/13	Feeding and Eating Disorders	DSM-5, pages 338-354 Gordon et al., 2010; Gordon et al., 2006
7/18	Personality Disorders I	Complete this survey and bring your results to class: <a href="http://www.outofservice.com/bigfive/">http://www.outofservice.com/bigfive/</a> John & Srivastava, 1999 Porter & Risler, 2013
7/20	Personality Disorders II	Crowell et al., 2009 DSM-5, pages 659-672 <b>Recommended:</b> DSM-5, pages 645-658, 672-683
7/25	Substance Use Disorders	DSM-5, pages 481-519 Witkiewitz & Marlatt, 2004 Caetano, Clark, & Tam, 1998
7/27	Exam 2	