

sm2011swn393r1 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:	94905	Office Number:	SSW 3.104A
Semester:	Summer, 2011	Office Phone:	
Meeting Time/Place:	TTH5:30-8 SSW 2.116	Office Hours:	Tuesday 4:00-5:00 PM

CLINICAL ASSESSMENT AND DIFFERENTIAL DIAGNOSIS

I. **Standardized Course Description**

This course will focus on the incidence, etiology, and assessment of health and mental health issues with children, adolescents, adults, and families. The framework of the course is based on social work values and the ethical decision making process, as illuminated by the [NASW Code of Ethics](#). Students will learn models of assessment to evaluate human functioning throughout the lifecycle. A bio-psycho-social-spiritual and cultural emphasis will be applied to the diagnostic categories within the DSM-IV TR. Students will develop an advanced understanding of people from diverse backgrounds, affirming, and respecting their strengths and differences. The course is built on the identification, analysis, and implementation of empirically-based assessment tools that have incorporated statistically valid reliability and validity studies. Major classification systems, such as Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases, and other schemes for assessing and understanding human behavior, will be covered.

II. **Standardized Course Objectives** By the end of the semester, students should be able to:

1. Demonstrate an in-depth understanding of biological, psychosocial, and cultural theories on the etiology of mental health and mental illness; **(CL/APB3)**
2. Demonstrate the ability to apply methods of empirically-based assessment tools and techniques, including those developed through classificatory schemes, standardized measures, and qualitative typologies; **(CL/APB10b)**
3. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, capacities and resources of individuals and families; **(CL/APB10b)**
4. Demonstrate the ability to adapt assessment models to reflect an understanding, of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental

ability, age, and national origin; **(CL/APB3; CL/APB 5;)**

5. Critically evaluate and analyze different theoretical and assessment models as to their efficacy in given situations. This includes:
a) the adequacy of the research and knowledge base; b) the range of applicability; c) the value and ethical issues, including the student's own value system, and d) the policy implications involved in assessment and delivery of services; **(CL/APB1; CL/APB3; CL/APB 5)**
6. Demonstrate an understanding of the limitations in using classification schemes in understanding human behavior and the danger of mislabeling people, particularly those from at-risk populations. Demonstrate advanced knowledge of social work values and the ethical decision making processes as they relate to ethical dilemmas in clinical assessment and practice **(CL/APB10b)**.

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP 2.1.1. Identify as a professional social worker and conduct oneself accordingly.

CL/APB1 Evaluate professional roles and boundaries

Objectives 5

Assignment: 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:

American Psychiatric Association (APA). (2000). Desk reference to the diagnostic criteria from DSM-IV-TR

Durand, V. Mark, and Barlow, David H. (2009), Abnormal psychology: an integrative approach

Other readings as assigned on electronic reserve (password: DSMIV)

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 the Desk reference to the diagnostic criteria from DSM-IV-TR 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. 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 up-to-date, current knowledge and methods concerning assessment and treatment of the problem area. A search of the literature must include journal articles as well as pertinent book chapters and monographs. 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; APA format will also be graded. An outline of the paper is provided below:

- I Introduction/Statement of the Problem. This should include specification of your problem area of interest. For example, "depression" can mean many things. You would need to clarify if, by "depression," you meant Major Depressive Disorder, Dysthymic Disorder, etc. Also, set parameters (e.g., age, gender, etc.) on the problem you are assessing. (For example, "This paper addresses adolescent females, ages 13 to 17, 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. Standardized measures, such as rating scales and self-report instruments.
 - 1. Description (e.g., This is a 25-item standardized self-report instrument, measured on a 5-point Likert scale, that measures level of depression).
 - 2. Summary of reliability and validity of each available instrument.
 - 3. Discussion of clinical utility of assessment tools and how they are being used in assessment and treatment of clients. Describe which tool(s) you would use in the field and why.
- 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 issues and/or social justice issues to the understanding of the assessment and treatment of the problem area.
- V. Conclusions that summarize the knowledge discussed in the paper.

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.

Determination of final grade:

Examinations: 60%

Paper: 25%

Class participation: 15%

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 are expected to turn in assignments on the due date at the beginning of class. Assignments turned in after class starts will be considered late. Students will lose 3 points for each day that an assignment is late. Any adjustments in due dates must be discussed with the instructor **at least 24 hours PRIOR** to the regularly scheduled 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 must be turned off. Laptop computers may not be used except with the approval of the instructor. 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 highly motivated 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.**

Special Accommodations for Students with a Disability

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

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/academicintegrity.html>).

Course Schedule

Date	Description	Text / Readings
6/2/11	Introduction Overview of Syllabus Defining mental disorder	
6/7/11	Introduction to Assessment and Classification Systems DSM Multiaxial system	D&B, Ch. 1,2 DSM IV Desk Reference, p. xi-7, 37-49 Mayor's Mental Health Task Force Report, p. 1-7 DSMIV introduction (on electronic reserve) Optional: 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
6/9/11	Mental status examination Methods of assessment	D&B, Ch. 3 Nicholi, "The Therapist-Patient Relationship" (on electronic reserve)
6/14/11	Mood Disorders	D&B, Ch. 7
6/16/11	Assessment of suicidality	DSM, p. 167-208 Brooke Shields, War of words, New York Times, July 1, 2005
6/21/10	Childhood and Adolescent Disorders ADHD & Conduct Disorders	D&B, Ch. 14 DSM, p. 51-82

6/23/10	Psychiatric disorders and aging Delirium, Dementia, Amnesic, and other Cognitive Disorders	D&B, Ch. 15 DSM, p. 83-98
6/28/10	Mental Disorders due to a General Medical Condition Schizophrenia and other psychotic disorders	D&B, Ch. 9,13,16 DSM, p. 99-104; p. 153-166
6/30/11	Schizophrenia Exam I	
7/5/10	Anxiety Disorders Anxiolytic medications	D&B, Ch. 5 DSM, p. 209-228
7/7/10	PTSD Assessment and crisis intervention Dissociative Disorders	D&B, p. 152-158; 189-205 DSM, p. 239-244
7/12/10	Substance-related Disorders	D&B, Ch. 11 DSM, p. 105-152 Vinton and Wambach, Alcohol and drug use among elderly people Alvarez and Ruiz, Substance abuse in the Mexican American Population (both articles on electronic reserve)

7/14/10	Eating Disorders	D&B, 260-288 DSM, p. 263-66
7/19/10	Personality Disorders Impulse control disorders NOS Assessment of violent potential Paper Due	D&B, Ch. 12 DSM, p. 287-98; 281-84
7/21/10	Somatoform Disorders Factitious Disorders Sleep Disorders Sexual and Gender Identity Disorders Adjustment disorders	D&B, 170-189, 288-302, Ch. 10 DSM, p. 229-238; 267-280; 285-86; 299-314; 245-62
7/27/10	Exam II	