

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

Course Number:	SW n393R1	Instructor's name:	Beth Pomeroy, PhD bpomeroy@austin.utexas.edu
Unique Number:	89640	Office Number:	SSW 3.106B
Semester:	Summer 2018	Office Phone:	512-232-3405
Meeting Time/Place:	Mon. & Wed. 2:30-5:00pm SSW 2.122	Office Hours:	Wednesdays after class by appointment only

**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)**.

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 Texts and Materials

Required:

- American Psychiatric Association (APA). (2013). *Diagnostic and statistical manual of mental disorders* (5th). Washington, DC: Author.
- Pomeroy, E. C. (2014). *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis (2e)*. Belmont, CA: Cengage.

Only one of the following books is required:

- Schiller, Lori & Bennett, Amanda (1996). *The Quiet Room: A journey out of the torment of madness*. Warner Books. ISBN: 0446671339
- Robison, John Elder. (2008). *Look Me in the Eye: My Life with Asperger's*. Three Rivers Press. ISBN: 978-0307396181
- Verghese, Abraham (1999). *The Tennis Partner*. Perennial. ISBN: 0060931132
- Saks, Elyn (2008) *The Center Cannot Hold*. Hachette Books. ISBN 978-1-4013-0944-2
- Danquah, Meri Nana-Ama (1999) *Willow Weep for Me: A Black Woman's Journey through Depression*. ISBN 9780345432131

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.

Other assigned readings will be posted on UT Canvas class website.

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. **Canvas 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 summer 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. The take-home portion is an assessment of your individual mastering of class material and is not to be completed in collaboration with other students, and according to University Honor Code Policy. **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* (Schiller & Bennett, 1996).
- *Look Me in the Eye: My Life with Asperger's* (Robison, 2008).
- *The Tennis Partner* (Verghese, Abraham)
- *The Center Cannot Hold* (Elyn Saks)
- *Willow Weep for Me* (Danquah, Meri Nana-Ama)

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. 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,

2015) will allow you to immediately apply and practice your understanding of the *DSM 5* 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

VI. Grades

The following distribution will be used to assign grades in this course:

Score Range	Grade	Score Range	Grade
94.0 - 99.999	A	74.0 - 76.999	C
90.0 - 93.999	A-	70.0 - 73.999	C-
87.0 - 89.999	B+	67.0 - 69.999	D+
84.0 - 86.999	B	64.0 - 66.999	D
80.0 - 83.999	B-	60.0 - 63.999	D-
77.0 - 79.999	C+	Below 60	F

Final grades: A total of 350 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.)

332-350 points	=	A
315-331 points	=	A-
304-313 points	=	B+
294-303 points	=	B
280-293 points	=	B-
269-279 points	=	C+
259-268 points	=	C
245-258 points	=	C-
244 and below	=	D or F

Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B- average.

VII. 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 512-471-6259; 512-471-4641 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>).

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.

VIII. University 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 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.

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 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 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.

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. For more information, visit: <http://diversity.utexas.edu/disability/>.

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.

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, agency-based field 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>.

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.

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.

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 <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 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://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 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.

IX. Course Schedule

Date	Description	Assignment(s)/Readings Due
June 11 Mon Class 1	Introduction Overview of Syllabus Overview of Theory Introduction to Assessment and Classification Systems: DSM Multi-axial system	Introduction to the DSM 5 --- 5-24. (Corrigan, 2000). MH Stigma as Social Attribution: Implications for Research Methods and Attitude Change. (Mann, 2004). Factors associated with Stigmatization of Persons with Mental Illness. CAW- Chap. 1 (pp. 1-15)
June 13 Wed Class 2	Background for understanding medications Intellectual Disabilities Neurodevelopmental/Social Communication Disorder Autism Spectrum Disorders	DSM 5: Neurodevelopmental Disabilities Chapter CAW- Chap. 2 (pp. 16-40) Begin reading: Look Me in the Eye, The Quiet Room, The Center Cannot Hold, The Tennis Partner or Willow Weep for Me
June 18 Mon Class 3	Attention Deficit/Hyperactivity Disorder Motor Disorders Tic Disorders	DSM 5: Neurodevelopmental Disabilities Chapter DUE: Case study 2.2 and 2.5
June 20 Wed Class 4	Schizophrenia & other psychotic disorders Anti-psychotic medications Catatonia Disorder	DSM 5 -Schizophrenia Chapter Schizophrenia articles on Canvas CAW- Chap. 3 (pp. 42-55) DUE: Case study 2.1

<p>June 25 Mon Class 5</p>	<p>Bipolar Disorder & Related Disorders Depressive Disorders</p> <p>Antidepressant & Anti-manic medications</p>	<p>DSM 5- Bipolar Disorders Chapter & Depressive Disorders Chapter</p> <p>Bipolar and Depressive Disorder articles on Canvas</p> <p>CAW- Chap. 4 (pp. 79-88) CAW- Chap. 5 (pp. 101-112)</p> <p>DUE: Case study 3.2</p>
<p>June 27 Wed Class 6</p>	<p>Anxiety Disorders & Obsessive Compulsive Disorders Separation Anxiety & Selective Mutism Specific Phobia & Social Anxiety Panic Disorder & Agoraphobia Generalized Anxiety Disorder Obsessive Compulsive Disorders</p>	<p>DSM 5 - Anxiety Disorder Chapter & Obsessive Compulsive Chapter</p> <p>CAW- Chap. 6 (pp. 132-140) CAW- Chap. 7 (pp. 158-166)</p> <p>DUE: Case study 4.2</p>
<p>July 2 Mon Class 7</p>	<p>Trauma and Stressor Related Disorders Dissociative Disorders</p> <p>Receive take-home portion of Exam I</p>	<p>DSM 5 - Trauma Disorders Chapters and Dissociative Disorders</p> <p>CAW- Chap. 8 (pp. 180-197) CAW- Chap. 9 (pp. 232-238)</p> <p>DUE: Case study 6.1 & 7.2</p>
<p>July 4 Wed</p>	<p>NO CLASS, HAPPY FOURTH OF JULY!</p>	
<p>July 9 Mon Class 8</p>	<p>Sleep Disorders: Sleep & Wake Disorders Breathing Related Sleep Disorders</p> <p>Somatic symptom and related disorders</p>	<p>DSM 5 - Somatic Symptom Disorder and Sleep Disorders Chapters</p> <p>CAW - Chap. 10 (pp. 246-250) CAW Chap. 12 (pp. 298-303)</p> <p>DUE: Case study 8.2 & 9.1</p>

<p>July 11 Wed Class 9</p>	<p>Feeding and Eating Disorders Anorexia Nervosa</p> <p>Binge Eating</p> <p>PICA</p> <p>Avoidant/Restrictive Food Intake</p> <p>Elimination Disorders</p> <p>In class Exam I</p>	<p>DSM 5 – Feeding and Eating Disorders & Elimination Disorders CAW- Chap. 11 (pp. 267-277)</p> <p>DUE: Case study 12.1 & 10.2</p> <p>Take-home portion of exam**</p>
<p>July 16 Mon Class 10</p>	<p>Sexual Dysfunction and Gender Dysphoria Disorders</p> <p>Paraphilic Disorders</p> <p>Disruptive, Impulse Control & Conduct Disorders</p>	<p>DSM 5- Sexual Dysfunction & Gender Dysphoria Disorder, Paraphilias, & Disruptive, Impulse Control Disorders Chapters</p> <p>CAW- Chap. 13 (pp. 309-312) CAW- Chap. 14 (pp. 319-321) CAW- Chap. 15 (pp. 327-333)</p> <p>DUE: Case study 11.1</p>
<p>July 18 Wed Class 11</p>	<p>Substance-related Disorders</p>	<p>DSM 5- Substance-related Disorders Chapter</p> <p>CAW- Chap. 16 (pp. 347-374)</p> <p>DUE: Case study 15.1 & 14.2</p> <p>Psychosocial Assessment Paper**</p>
<p>July 23 Mon Class 12</p>	<p>Neurocognitive Disorders</p> <p>Mental Status Examinations</p>	<p>DSM 5- Neurocognitive Disorders Chapter CAW- Chap. 17 (pp. 377-390)</p> <p>DUE: Case study 16.2</p>

<p>July 25 Wed Class 13</p>	<p>Personality Disorders Other Mental Disorders</p> <p>Receive take-home portion of exam II</p>	<p>DSM 5 Personality Disorders Chapter</p> <p>DSM 5 - Other Mental Disorders Chapter</p> <p>CAW- Chap. 18 (pp. 392-397) CAW- Chap. 19 (pp. 413-415) CAW- Chap. 20 (pp. 419-422)</p> <p>DUE: Case study 17.2 & 18.1</p>
<p>July 30 Mon Last Class 14</p>	<p>LAST CLASS DAY: In-class Exam II</p>	<p>DUE: Take-home portion of Exam II**</p>

X. Bibliography

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