

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

Course Number: SW 393R1

Instructor: DeLinda Spain
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Unique Number: 61515

Semester: Spring 2018

Office Phone: 512-771-9313

Meeting Time/Place: Thursday
5:30am-8:30 pm
Room 2.122

Office Hours: 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 on-going 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: Homework Case Assignments and Take Home exams

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

Objectives 1, 4, 5

Assignment: Case Assessment papers

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

Objectives 4, 5

Assignment: Home Work Case Assessments and Take Home Exams

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

Objectives 2, 3, 6

Assignment: Case Assessment papers

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.

Optional:

Lukas, Susan. (1993). *Where to Start and What to Ask: An Assessment Handbook*. WW Norton & Company

Jordan, C. & Franklin, C. (2003) *Clinical Assessment for Social Workers*. 2nd Ed. Chicago, Ill: Lyceum Books.

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

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

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 understands 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

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.

VI. GRADES

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

VII. 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 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., 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. 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.

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.

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

IX. COURSE SCHEDULE

Date	Topic	Readings
01/18	Introduction Overview of Syllabus Overview of Theory Introduction to Assessment and Classification Systems: DSM Multi-axial system	Introduction to the DSM 5 pp. 5-24.
01/25	Background for understanding medications • Intellectual Disabilities • Neurodevelopmental/Social Communication Disorder • Autism Spectrum Disorders	DSM 5: Neurodevelopmental Disabilities Chapter
02/01	Attention Deficit/Hyperactivity Disorder Motor Disorders	DSM 5: Neurodevelopmental Disabilities Chapter

	Tic Disorders	Case study 2.2 and 2.5 due
02/08	Schizophrenia & other psychotic disorders Anti-psychotic medications Catatonia Disorder	DSM 5 -Schizophrenia Chapter Case study 2.1 due
02/15	Bipolar Disorder & Related Disorders Depressive Disorders Antidepressant & Anti-manic medications	DSM 5- Bipolar Disorders Chapter & Depressive Disorders Chapter Case study 3.2 due
02/22	Anxiety Disorders & Obsessive Compulsive Disorders Separation Anxiety & Selective Mutism Specific Phobia & Social Anxiety Panic Disorder & Agoraphobia Generalized Anxiety Disorder Obsessive Compulsive Disorders	DSM 5 - Anxiety Disorder Chapter & Obsessive Compulsive Chapter Case study 4.2 due
03/01	NO CLASS	
03/08	Trauma and Stressor Related Disorders Dissociative Disorders	DSM 5 - Trauma Disorders Chapters and Dissociative Disorders Case study 6.1 & 7.2 due
03/15	Spring BREAK	
03/22	Sleep Disorders Sleep & Wake Disorders Breathing Related Sleep Disorders Somatic symptom and related disorders Receive take-home portion of Exam I	DSM 5 - Somatic Symptom Disorder and Sleep Disorders Chapters Case study 8.2 & 9.1 due
03/29	Feeding and Eating Disorders • Anorexia Nervosa • Binge Eating • PICA • Avoidant/Restrictive Food Intake Elimination Disorders In class Exam I Take-home portion of Exam I due	DSM 5 – Feeding and Eating Disorders & Elimination Disorders Case study, 12.1 & 10.1 due

04/05	Sexual Dysfunction and Gender Dysphoria Disorders Paraphilic Disorders	DSM 5- Sexual Dysfunction & Gender Dysphoria Disorder, Paraphilias Case study 11.1 due
04/12	Disruptive, Impulse Control, and Conduct Disorders Substance-related Disorders DUE: Psychosocial Assessment Paper	DSM 5- Disruptive, Impulse Control Disorders Chapters & Substance-related Disorders Chapter Case study 15.1 & 14.2 due
04/19	Neurocognitive Disorders Mental Status Examinations	DSM 5- Neurocognitive Disorders Chapter Case study 16.2 due
04/26	Personality Disorders Other Mental Disorders Receive Take Home Portion of Exam II	DSM 5 Personality Disorders Chapter Case study 17.2 due DSM 5 - Other Mental Disorders Chapter Case study 18.1 due
05/03	LAST CLASS DAY: Take-home portion of Exam II due In-class portion of Exam II	