

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

Course Number: SW n393R1

Unique Number: 88760

Semester: Summer 2019

Meeting Time/Place: Mon, Wed

Office Hours: Mon, Wed 5pm-6pm
2:30pm-5pm
Room 2.122

Instructor: Yessenia Castro, PhD

(Dr. Castro)

(*she/her/hers*)

Email: ycastro@austin.utexas.edu

Office: SSW 3.130E

Office Phone: 512-232-0778

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 will 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

A variety of methods will be used to achieve course objectives in order to be inclusive of diverse learning styles. These include readings, audio and video learning media, small group and class discussion, lectures, and case study exercises. Classes covering DSM-5 diagnoses will be divided into roughly three parts: 1) a quiz period, 2) a lecture period, and; 3) case study exercise period. The subject matter and objectives of this course necessitate that students actively practice exercising an ethical and informed approach to clinical judgement and decision-making. As such, this course will emphasize collaborative decision-making and peer consultation, and encourages students to engage in new ways of thinking that may be represented in course materials, by the professor, and classmates from diverse backgrounds.

IV. REQUIRED TEXT AND MATERIALS

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

Additional required readings will be made available via Canvas.

V. COURSE REQUIREMENTS

Students are required to attend all classes, complete all readings and assignments, and participate meaningfully in class discussions and cooperative group work. Grades will be based on student performance on weekly case study exercises and weekly quizzes.

Case Study Exercises

A significant proportion of each week will be spent practicing the skills for developing an informed diagnostic impression. The Case Study Worksheet will be the primary tool for synthesizing and summarizing the data that informs the student's diagnostic impression. Practice cases may have one or more diagnoses, or ambiguous diagnoses. Students will complete case study exercises in groups to encourage exposure to and consideration of diverse interpretations of case study data and to practice peer consultation. Case study exercises will be reviewed in class before they are turned in and will be due at the end of class on Wednesdays.

Seven case study exercises will be completed and are worth 10 points each for a total of 70 points. Late case study exercises will not be accepted under any circumstances. Case study exercises cannot be made up in the event of an absence under any circumstances.

Weekly Quizzes

Beginning in the second week of class, there will be weekly quizzes that will cover material from the previous week. Each quiz will contain 6-10 multiple choice questions and 1-2 short answer essay questions. **Any** material appearing during the previous week may be covered the in the quizzes—this includes anything presented in lecture (whether planned or impromptu based on class discussion), power point slides, or assigned readings. Quizzes will be administered at the beginning of class every Monday. Quizzes will start no later than 2:35 pm and pencils must be down by 3:35 pm. Quizzes will be worth 15 points each. Weekly quizzes cannot be made up in the event of an absence under any circumstances.

VI. GRADES

Grades will be based on 6 case study exercises (60 points), and 6 quizzes (90 points). Each student's lowest case study exercise score and lowest quiz score and will be excluded from their total points earned. Thus, students' grades will be based on the percentage of points earned out of 150. The grading scale for this course is as follows:

| | | |
|-------------------|----------------|-----------------------|
| 94% and above = A | 83.999-80%= B- | 69.999-67%= D+ |
| 93.999-90%= A- | 79.999-77%= C+ | 66.999-64%= D |
| 89.999-87%= B+ | 76.999-74%= C | 63.999-60%= D- |
| 86.999-84%= B | 73.999-70%= C- | 59.999% and below = F |

VII. CLASS POLICIES

Attendance and Participation

Students are expected to be prepared for each class, complete and turn in all assignments, and contribute *meaningfully* each week's discussions. Be respectful of classmates and the professor by refraining from talking out of turn or engaging in side conversations with other classmates.

Class will start promptly at 2:30 pm. Students are expected to arrive on time. If a student cannot attend a class, they should notify Dr. Castro ahead of time. Students should notify Dr. Castro as soon as possible after a *documented, unforeseen emergency* that has caused them to miss class with no prior notice. If a student has a documented, unforeseen emergency that affects an assignment in this course, they should be prepared to approach Dr. Castro about it with official documentation of the unforeseen emergency. In the case of an absence due to a documented and unforeseen emergency, Dr. Castro will assist the student in getting caught up with the missed lecture.

Electronic Devices in the Classroom

Students are expected to turn mobile phones off or to silent when entering the classroom. Phones must be completely silent; placing phones on vibrate is not acceptable. Be respectful of classmates by refraining from checking phones or email, texting etc. in class. The use of electronic devices during class, except as explicitly authorized by Dr. Castro, is prohibited. Students' use of laptop computers or tablets for note taking is prohibited, and all devices should remain stored out of sight for the duration of the class. Students misusing 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 the 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, exams, and recording of student grades. Canvas will also be used by Dr. Castro to communicate with students via email. Students should make a concerted effort to check their email at least once per day for any announcements from Dr. Castro regarding this course.

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 that 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 Steve Hicks 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 Steve Hicks 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/>.

CAMPUS CARRY. Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

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 Liaison for the SHSSW, 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/grq-sexualharassment.pdf>.

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.

VIII. COURSE SCHEDULE

| Week/Date | Topic | Assignments Due | Readings Due |
|--------------------------------------|---|---|--|
| <u>Week 1</u> 6/10 6/12 | <u>Introductory Topics</u> Discussion of Course Syllabus Defining Abnormality Introduction to/Issues in Diagnosis with the DSM-5 Introduction to the Diagnostic Process <u>Depressive Disorders</u> Major Depressive Disorder Persistent Depressive Disorder | | Suris, Holliday, & North, 2016 Listen to this podcast episode: http://www.thisamericanlife.org/radio-archives/episode/204/81-words or read the transcript: http://www.thisamericanlife.org/radio-archives/episode/204/transcript DSM-5, pages 155,160-171,184-188 Nolen-Hoeksema, 2001 |
| <u>Week 2</u> 6/17 6/19 | <u>Bipolar Spectrum Disorders</u> Bipolar I Disorder Bipolar II Disorder Cyclothymia | <u>Week 2</u> 6/17: Week 1 Quiz 6/19: Case Study 1 | DSM-5, pages 123-141 Phillips & Kupfer, 2013 |
| <u>Week 3</u> 6/24 6/26 | <u>Anxiety Disorders I</u> Panic Disorder Phobias Post-traumatic Stress Disorder Acute Stress Disorder | <u>Week 3</u> 6/24: Week 2 Quiz 6/26: Case Study 2 | DSM-5, pages 189-190, 197-221, McLean et al. 2011 |
| <u>Week 4</u> 7/1 7/3 | <u>Anxiety Disorders II</u> Generalized Anxiety Disorder Obsessive Compulsive Disorder | <u>Week 4</u> 7/1: Week 3 Quiz 7/3: Case Study 3 | DSM-5, pages 222-226, 235-242 Behar et al., 2009 |
| <u>Week 5</u> 7/8 7/10 | <u>Schizophrenia Spectrum Disorders</u> Schizophrenia Schizophreniform Disorder Schizoaffective Disorder | <u>Week 5</u> 7/8: Week 4 Quiz 7/10: Case Study 4 | DSM-5, pages 87-88, 96-110 Gara, Vega, Arndt, et al., 2012 Schwartz, & Blankenship, 2014 |
| <u>Week 6</u> 7/15 7/17 | <u>Eating Disorders</u> Anorexia Nervosa Bulimia Nervosa Binge Eating Disorder | <u>Week 6</u> 7/15: Week 5 Quiz 7/17: Case Study 5 | DSM-5, pages 329, 338-353 Gordon et al., 2006 Gordon et al., 2010 |

| | | | |
|--------------------------------------|---|---|--|
| <u>Week 7</u> 7/22 7/24 | Attention Deficit/Hyperactivity Disorder Oppositional Defiant Disorder Conduct Disorder | <u>Week 7</u> 7/22: Week 6 Quiz 7/24: Case Study 6 | DSM-5, pages 59-65, 461-466, 469-475 Lewis & Rudolph, Ch 23 |
| <u>Week 8</u> 7/29 7/31 | Assessment of Suicidality | <u>Week 8</u> 7/29: Week 7 Quiz 7/31: Case Study 7 | Joiner et al., 1999 Ribeiro, et al., 2013 |

X. BIBLIOGRAPHY

*Denotes required reading.

1. Barlow, D .H. (Ed) (2006). *Anxiety and its Disorders—The Nature and Treatment of Anxiety and Panic*. The Guilford Press, New York.
2. Baroni, A., Lunsford, J. R., Luckenbaugh, D. A., Towbin, K. E., & Leibenluft, E. (2009). Practitioner review: the assessment of bipolar disorder in children and adolescents. *Journal of Child Psychology and Psychiatry*, 50(3), 203-215.
3. *Behar, E., DiMarco, I. D., Hekler, E. B., Mohlman, J., & Staples, A. M. (2009). Current theoretical models of generalized anxiety disorder (GAD): Conceptual review and treatment implications. *Journal of Anxiety Disorders*, 23(8), 1011-1023.
4. Becker, A. E., Thomas, J. J., & Pike, K. M. (2009). Should non-fat-phobic anorexia nervosa be included in DSM-V?. *International Journal of Eating Disorders*, 42(7), 620-635.
5. 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.
6. Drescher, J. (2015). Out of DSM: Depathologizing homosexuality. *Behavioral Sciences*, 5(4), 565-575.
7. First, M. B. (2005). Clinical utility: a prerequisite for the adoption of a dimensional approach in DSM. *Journal of Abnormal Psychology*, 114(4), 560.
8. *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.
9. *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.
10. *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.
11. *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.
12. *Lewis, M., & Rudolph, K.D. (eds.) (2014). *Handbook of Developmental Psychopathology, 3rd Edition*. New York: Springer.
13. McGuffin, P., Rijdsdijk, F., Andrew, M., Sham, P., Katz, R., & Cardno, A. (2003). The heritability of bipolar affective disorder and the genetic relationship to unipolar depression. *Archives of General Psychiatry*, 60(5), 497-502.
14. *McLean, C. P., Asnaani, A., Litz, B. T., & Hofmann, S. G. (2011). Gender differences in anxiety disorders: prevalence, course of illness, comorbidity and burden of illness. *Journal of Psychiatric Research*, 45(8), 1027-1035.
15. Metzl, J. M. (2010). *The protest psychosis: How schizophrenia became a black disease*. Beacon Press, Boston.
16. Meyer, F., & Meyer, T. D. (2009). The misdiagnosis of bipolar disorder as a psychotic disorder: some of its causes and their influence on therapy. *Journal of Affective Disorders*, 112(1-3), 174-183.

17. *Nolen-Hoeksema, S. (2001). Gender Differences in Depression. *Current Directions in Psychological Science*, 10(5), 173-176.
18. *Phillips, M. L., & Kupfer, D. J. (2013). Bipolar disorder diagnosis: challenges and future directions. *The Lancet*, 381(9878), 1663-1671.
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. *Schwartz, R. C., & Blankenship, D. M. (2014). Racial disparities in psychotic disorder diagnosis: A review of empirical literature. *World Journal of Psychiatry*, 4(4), 133.
21. *Surís, A., Holliday, R., & North, C. S. (2016). The evolution of the classification of psychiatric disorders. *Behavioral Sciences*, 6(1), 1-10.
22. Tolin, D. F., & Foa, E. B. (2006). Sex differences in trauma and posttraumatic stress disorder: a quantitative review of 25 years of research. *Psychological Bulletin*, 132(6), 959-992. 10.1037/0033-2909.132.6.959.