

**UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

<b>Course number:</b>	393R	<b>Instructor's name:</b>	Esther J. Calzada, PhD
<b>Unique number:</b>		<b>Office number:</b>	3.106E
<b>Semester:</b>	Spring 2017	<b>Office phone:</b>	(512) 471-2797
<b>Meeting place:</b>	SSW 2.118	<b>E-mail:</b>	esther.calzada@austin.utexas.edu
<b>Meeting time:</b>	M 2:30 – 5:30	<b>Office hours:</b>	By appointment

*Course Title: 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 biopsychosocial-spiritual and cultural emphasis will be applied to the diagnostic categories within the DSM-5. Students will develop an advanced understanding of people from diverse backgrounds, affirming, and respecting their strengths and differences. The course is built on the identification, analysis, and implementation of empirically-based assessment tools that have incorporated statistically valid reliability and validity studies. Major classification systems, such as Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases, and other schemes for assessing and understanding human behavior, will be covered.

### **II. Standardized Course Objectives**

By the end of the semester, students should be able to:

1. Demonstrate an in-depth understanding of biological, psychosocial, and cultural theories on the etiology of mental health and mental illness; **(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/APB5**)

**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.

**CL/APB1** Evaluate professional roles and boundaries Objectives 5

Assignment: in class and homework case assignments; exams

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

Objectives 1, 4, 5

Assignment: in class and homework case assignments; exams

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

Objectives 4, 5

Assignment in class and homework case assignments; exams

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

Objectives 2, 3, 6

Assignment: in class and homework case assignments; exams

### **III. Teaching Methods and Assignments**

The primary teaching methods will be lectures, discussion, and group exercises and presentations. Audio and visual presentations and group presentations may also be utilized. Each class contains assigned readings and multiple case studies will be completed each week.

### **IV. Required Texts**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Corcoran, J., & Walsh, J. (2015). *Mental health in social work: a casebook on diagnosis and strengths based assessment, 2<sup>nd</sup> Ed.* Pearson, Upper Saddle River, NJ.

### **Additional Readings**

May be assigned throughout the semester.

### **Recommended Text**

Dziegielewski, S.F. (2015). *DSM-5 in action*. Wiley, Hoboken, NJ.

A total of 100 Points are assigned to the course requirements in the following ways:

1. **Attendance and Class Participation**. This course is designed as a seminar where we will investigate many topics related to clinical assessment. Participation and discussion are critical parts of the course. You are expected to attend all class sessions. In addition to class attendance, your contributions to and participation in the discussion should reflect **critical thinking, analysis, and synthesis of the content presented during class and in the required readings**. A proportion of each class will be spent practicing the skills of identifying symptoms and developing an informed diagnostic impression. You should bring your copy of the DSM-5 and Casebook to every class in order to be prepared to fully participate. Your participation will be rated after each class (0 through 1; 1 = active and thoughtful participation) and totaled at the end of the semester for a possible total of 14 points (14% of your grade).
2. **Weekly Case Studies**. Over the course of the semester, you will complete 10 case studies from the Casebook. Two of these will be used as the basis for an in-class presentation. The remaining eight case studies will be submitted but not presented.
  - a. **In-Class Presentations**. You will work in groups of 3 – 4 to complete a case study from the Casebook and create a slide presentation following the Case Study Template provided by the instructor. All sections, I through IV, must be completed and presented. Each student in the group must take an active role in (verbally) presenting the Case Study in class. Each student must turn in an electronic copy of the Case Study Template (**not** the slide presentation), with all sections completed and all student names included; the assignments of all students in the group must be identical. All assignments must be typed and properly formatted (11- or 12-point font; 1” margins; proper headings and indentations). Case studies will be due at the beginning of class. Each is worth 15 points (30 points total; 30% of your grade).
  - b. **Brief Written Case Studies**. For the eight remaining case studies, you will prepare a brief report using the same Casebook and Case Study Template. You **must** complete your brief case study with a partner, reflecting the real-life practice of peer consultation. Each student must turn in an electronic copy of the assignment, with both student names, and the assignments must be identical. To complete the case study, you will be expected to select one of two cases available in the Casebook and follow the Case Study Template provided by the instructor. For the brief case study, you need only complete Sections I and IV. All assignments must be typed and properly formatted (11- or 12-point font; 1” margins; proper headings and indentations). Case studies will be due at the beginning of class. Each is worth 2 points (16 points total; 16% of your grade).
3. **Exams**. Exams will cover symptom presentation and associated features; prevalence; course; etiology; and differential diagnosis. Exam questions may be multiple choice or short answer. Each exam will be worth 20 points (40 points total; 40% of your grade).

## VI. GRADING CRITERIA

Attendance, participation, in class exercises                      14%

Case Studies	46%
Midterm Exam	20%
Final Exam	20%
<hr/> TOTAL	<hr/> 100%

*Graduate grading scale*

- 100 - 94 = A
- 93 - 90 = A-
- 89 - 87 = B+
- 86 - 84 = B
- 83 - 80 = B-
- 79 - 77 = C+
- 76 - 74 = C
- 73 - 70 = C- (Class failed/no credit: 73 and below)
- 69 - 67 = D+
- 66 - 64 = D
- 63 - 60 = D-
- 59 and below = F

Grades are assigned based on the following criteria: A grade of “A” is given for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. A grade of “B” is given for doing all of the work well. A grade of “C” is given for meeting all course requirements. To obtain a high grade, students must find the time to complete assignments in a way that integrates and extends readings, lectures, classroom discussions, and your own critical perspective on the topic.

**VII. CLASS POLICIES**

**Attendance, Punctuality and Participation.** Punctuality is an important professional practice. Class will begin promptly at 2:30 and end at 5:30. Students will be considered absent if they arrive more than 15 minutes late to class, leave early, or are unable to come to class. Unexcused absences will result in a 5-point deduction (per absence) in the final grade. If a student is going to be absent, efforts should be made to contact the professor in advance. Students are responsible for any material missed due to absence.

The class experience is co-constructed and students are expected to attend class regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments. Failure to attend class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

**Written Assignments.** Written work must be typed using 11-point Arial or 12-point Times New Roman font and 1” margins and edited carefully for grammatical, spelling and typographical errors. Formatting should adhere to the American Psychological Association (APA- 6th edition) guidelines.

Except in the case of extended emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments turned in after class starts will be considered late and 1 point from the 5 point total will be deducted from the grade. If the due date is a problem, the student should see the professor and negotiate another due date well in advance.

**Communication With The Professor.** If students are concerned about their class performance, the professor is more than willing to work with them to help improve their understanding of the class material of the assignments prior to the end of the semester. Final grades assigned in the course are not negotiable.

Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, or appointment. The professor will return phone calls and emails during scheduled office hours.

**The Use of Electronics.** In order to facilitate classroom communication and learning, phone calls, pagers, and other communication devices are restricted and should be turned off while in class. Since the class is discussion-based, no laptops may be used during class unless otherwise noted by the instructor.

**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 In Class.** 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

**Classroom Civility.** 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 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.

**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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**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 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 Class Materials.** The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class

materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with 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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**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.

**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 to keep the university informed about changes to their 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 among 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
JAN 23	Introduction	
JAN 30	Neurodevelopmental Disorders	DSM-5 pp 31-86; Casebook CH 3&4 <b>DUE:</b> Case Study #1
FEB 6	Schizophrenia Spectrum and Other Psychotic Disorders	DSM-5 pp 87-122; Casebook CH 5 <b>DUE:</b> Case Study #2
FEB 13	Bipolar and the Related Disorders	DSM-5 pp 123-154; Casebook CH 6 <b>DUE:</b> Case Study #3
FEB 20	Depressive Disorders; Suicide	DSM-5 pp 155-188 & 801-806; Casebook CH 7 <b>DUE:</b> Case Study #4
FEB 27	Anxiety Disorders	DSM-5 pp 189-234; Casebook CH 8 <b>DUE:</b> Case Study #5
MAR 6	MIDTERM EXAM	
<b>Have a great SPRING BREAK!</b>		
MAR 20	Obsessive-Compulsive and the Related Disorders; Trauma and Stressor-Related Disorders	DSM-5 pp 235-290; Casebook CH 8 <b>DUE:</b> Case Study #6
MAR 27	Dissociative Disorders; Somatic Symptom Disorders; Feeding and Eating Disorders; Elimination Disorders; Sleep-Wake Disorders; Sexual Dysfunctions; Gender Dysphoria	DSM-5 pp 291-460
APR 3	Disruptive, Impulse Control, and Conduct Disorders	DSM-5 pp 461-480; Casebook CH 10 <b>DUE:</b> Case Study #7
APR 10	Substance-Related and Addictive Disorders	DSM-5 pp 481-589; Casebook CH 11 <b>DUE:</b> Case Study #8
APR 17	Neurocognitive Disorders	DSM-5 pp 591-643; Casebook CH 12 <b>DUE:</b> Case Study #9
APR 24	Personality Disorders	DSM-5 pp 645-684; Casebook CH 13 <b>DUE:</b> Case Study #10



MAY 1	Other Mental Disorders; Other Conditions that may be a focus of Clinical Attention	DSM-5 pp 685-727
MAY 10	TAKE-HOME EXAM DUE	