

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

Course Number:	SW n393R1	Instructor's name:	Beth Pomeroy, PhD
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Semester:	Spring 2020	Office Number:	SSW 3.106B
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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. Standardization of Course Objectives

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

1. Demonstrate an in-depth understanding of biological, psychosocial, and cultural theories on the etiology of mental health and mental illness; **(CL/APB3)**
2. Demonstrate the ability to apply methods of empirically-based assessment tools and techniques, including those developed through classificatory schemes, standardized measures, and qualitative typologies; **(CL/APB10b)**
3. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, capacities and resources of individuals and

families; **(CL/APB10b)**

4. Demonstrate the ability to adapt assessment models to reflect an understanding, of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin; **(CL/APB3; CL/APB 5)**
5. Critically evaluate and analyze different theoretical and assessment models as to their efficacy in given situations. This includes: a) the adequacy of the research and knowledge base; b) the range of applicability; c) the value and ethical issues, including the student's own value system, and d) the policy implications involved in assessment and delivery of services; **(CL/APB1; CL/APB3; CL/APB 5)**
6. Demonstrate an understanding of the limitations in using classification schemes in understanding human behavior and the danger of mislabeling people, particularly those from at-risk populations. Demonstrate advanced knowledge of social work values and the ethical decision-making processes as they relate to ethical dilemmas in clinical assessment and practice **(CL/APB10b)**.

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

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.

Only one of the following four 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 (2007). *The center cannot hold: My journey into madness*. Hyperion. ISBN: 978-2147483647
- Danaquah, Meri Nana-Ama (1999) *Willow Weep for Me: A Black Woman's Journey Through Depression*. ISBN 9780345432131
- Gay, Roxane. (2018). *Hunger: A Memoir of My Body*. Harper Collins.
- Wamariya, Clemantine., & Weil, Elizabeth. (2018). *The Girl Who Smiled Beads: A story of war and what comes after*. New York: Crown.

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. (2014) *Clinical Assessment for Social Workers*, 3rd 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

Commented [U1]: Exams: 200 pt
Psychosocial: 75
Homework:50
Total: 325, but the grading scale is out of 350 pts

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, 1998)
- *The Center Cannot Hold* (Elyn Saks, 2008)
- *Willow Weep for Me* (Daquah, Meri Nana-Ama, 1998)
- *Hunger: A Memoir of My Body* (Gay, Roxane, 2018)
- *The Girl Who Smiled Beads: A story of war and what comes after.* (Wamariya, Clemantine., & Weil, Elizabeth, 2018).

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:

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

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

VII. Class Policies

1. It is important for students to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Any assignments handed in late will subtract 5 points per week from the assignment due date. Students have one unexcused absence per semester in this course. Students missing more than 2 classes, unexcused, will lose a letter grade. Another letter grade will be lost after 3 unexcused absences. Each unexcused absence, beyond the first one, should include a physician’s note. A death in the primary family is also a reasonable excuse if instructor is informed beforehand.
2. Students are treated as responsible professionals. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Feedback should be constructive rather than entitled.
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.
4. Information shared in class is considered to be covered by the NASW Code of Ethics regarding the sharing of information. Complete confidentiality is expected.
4. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.

Class Attendance

One of the goals of the program is to provide students with a curriculum that will adequately prepare them for beginning professional careers. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at a job. Given the requirements for professional behavior, attendance for all classes is required. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students must present a written excuse from a health care provider for excused absences due to illness or other documentation as requested by the instructor for excused absences. If a student misses more than 3 classes - whether or not there is a documented, excused absence – the student may receive a failing grade. Except in the case of emergencies, and then only with the permission of the instructor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the Scheduled due date at the beginning of class. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, the student must see the instructor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date.

Participation and Professionalism

A crucial component of professional college education relates to an understanding of and adherence to a set of values and work ethics. Active participation in the classroom setting facilitates clarification and understanding of these values and ethics, as well as your comprehension of the materials the class covers. Given that you are attending one of the top-rated colleges in the country, students must practice professional behavior in class. This includes participating constructively in class. Students can demonstrate constructive participation in a variety of ways:

1. Physical attendance at classes;
2. Verbal involvement in class and group discussions;
3. Active participation in role plays or other group exercises;
4. Initiating discussion or bringing in information from assigned readings, other readings and/or experiences;
5. One-to-one dialogue with the instructor, inside or outside of class;
6. Written dialogue (email or paper);
7. Timely submission of assignments.

When considering the quantity and quality of participation, the following issues should be considered:

- An appropriate level of participation from each student is related to the number of students in the class, the format of the class (e.g., lecture versus workshop), and the desirability of conciseness;
- Respect the rights of others in the class, including privacy and safety (physical and emotional);
- Good questions can include admitting one's lack of knowledge about a subject (if one person is feeling self-conscious about asking a question that may be seen as "stupid", there are probably several others in the class who want to know the same thing);

- Students do not need to agree with statements made by the instructor or other students, however, respect for differences should be shown. Students are encouraged to think for themselves, ask challenging questions (in a respectful manner), and arrive at their own understandings;
- Questions/comments which are not relevant to the class or which are stated clearly in the materials can detract from the class and consume valuable time (e.g., before asking, “Is that single-spaced or double-spaced?” and “When is the assignment due?”, please check to see if these types of questions are covered in the Course Syllabus).
- Students should respect for the dignity and self-worth of all individuals, regardless of ethnicity, culture, nationality, race, religion, sexual orientation, gender, disability, political belief, or other aspects of diversity.
- If a student is away due to illness or other reason, it is that student’s responsibility to obtain notes, handout material, etc. from another student. The student may also suggest ways that they can make up for time lost (e.g., if you miss a class and you want to propose an extra assignment, such as a journaling exercise, to make up for not being able to participate in the class).
- If you have concerns about the class, or recommendations for it, please make these suggestions early so that they can be addressed and incorporated as early as possible.

Classroom Conduct

a. **Arriving on time for class; returning from break in a timely fashion.** It is important to demonstrate to your clients or colleagues that they are important to you. Being prompt for all appointments is one way to demonstrate this professional behavior. You should therefore be prompt for class.

b. **Being prepared for class.** As a professional you should be prepared for all appointments and meetings. You can begin to demonstrate this ability to be prepared by always being prepared for class.

c. **Paying attention in class.** As a professional you need to be an active listener to appropriately understand the needs of your clients. This skill can be demonstrated by being an active listener in class as well.

d. **Remaining in class until the class is over or until the professor announces a break.** As a professional you are committed to treating your colleagues with respect and courtesy. This can be demonstrated in class by treating faculty and fellow students with respect and courtesy by remaining in class while it is in session.

e. **Handing in assignments in a timely fashion.** It is of vital importance to your clients that you meet deadlines. This can be demonstrated in class by completing the required readings by the dates listed in the syllabus and turning in papers and projects by the expected due dates.

f. **Demonstrating respect for the opinions of others.** Professionals should be tolerant of different points of view. In practice, this applies to clients and colleagues. In the

classroom, this can be demonstrated by the manner in which we respect the opinions of faculty and fellow students.

Academic Irregularities

The following shall constitute academic irregularities:

1. The use of materials and devices such as notes, books, calculators, etc., while taking an examination, unless specifically authorized by the instructor from or to other persons while taking an examination unless specifically authorized by the instructor--acts defined as cheating.
2. The presentation of works or ideas from any other source as one's own--an act defined as plagiarism.
3. Unauthorized obtaining, distributing or receiving material which is purported to be an examination, or part of an examination, without the consent of the instructor.
4. Taking of an examination for another person or having another person take an examination.
5. Other activities that interfere with the academic mission within the classroom.
6. Submission of the same or essentially the same paper, project, assignment or finished project to an instructor which has been submitted to another instructor unless specifically authorized by both instructors.

Incomplete Policy

A grade of Incomplete will be considered by the instructor to be a privilege, not a right. Therefore, it must be earned and the following criteria met:

1. The student must be performing a least C-level work on all assignments due to date at the time that the Incomplete is requested.
2. In addition, evidence of adult responsibility on the student's part will be considered in evaluating the request.
3. The student and faculty must complete an Incomplete Contract.
4. Following the completion of the semester, it will be the student's responsibility to complete the agreed upon assignments in a timely manner, following the contract stipulations.

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 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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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/Readings Due
1/23/19	Introduction	<u>Required:</u>
Class 1	Overview of Syllabus	Introduction to the DSM 5 --- pp. 5-24.

	<p>Overview of Theory</p> <p>Introduction to Assessment and Classification Systems:</p> <p>DSM Multi-axial system &</p>	<p>CAW- Chap. 1 (pp. 1-15)</p>
<p>1/30/19</p> <p>Class 2</p>	<p>Background for understanding medications</p> <ul style="list-style-type: none"> ● Intellectual Disabilities ● Neurodevelopmental/Social Communication Disorder ● Autism Spectrum Disorders 	<p><u>Required:</u></p> <p>DSM 5: Neurodevelopmental Disabilities Chapter</p> <p>CAW- Chap. 2 (pp. 16-40)</p>
<p>2/6/19</p> <p>Class 3</p>	<p>Attention Deficit/Hyperactivity Disorder</p> <p>Motor Disorders</p> <p>Tic Disorders</p>	<p><u>Required:</u></p> <p>DSM 5: Neurodevelopmental Disabilities Chapter</p> <p>Case study 2.2 and 2.5 due</p>
<p>2/13/19</p> <p>Class 4</p>	<p>Schizophrenia & other psychotic disorders</p> <p>Anti-psychotic medications</p> <p>Catatonia Disorder</p>	<p><u>Required:</u></p> <p>DSM 5 -Schizophrenia Chapter Finish Reading: A Traumatic History</p> <p>CAW- Chap. 3 (pp. 42-55) Case study 2.1 due</p>
<p>2/20/19</p> <p>Class 5</p>	<p>Bipolar Disorder & Related Disorders</p> <p>Depressive Disorders</p> <p>Antidepressant & Anti-manic medications</p>	<p><u>Required:</u></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>Case study 3.2 due</p>

<p>2/27/19 Class 6</p>	<p>Anxiety Disorders & Obsessive Compulsive Disorders</p> <p>Separation Anxiety & Selective Mutism Specific Phobia & Social Anxiety Panic Disorder & Agoraphobia Generalized Anxiety Disorder</p> <p>Obsessive Compulsive Disorders</p>	<p><u>Required:</u></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>Case study 4.2 due</p>
<p>3/6/19 Class 7</p>	<p>Trauma and Stressor Related Disorders <u>Dissociative Disorders</u></p>	<p><u>Required:</u></p> <p>DSM 5 - Trauma Disorders Chapters and Dissociative Disorders</p> <p>Begin reading: <i>Look Me in the Eye, The Quiet Room, The Center Cannot Hold or The Tennis Partner, or other chosen memoir from listing</i></p> <p>CAW- Chap. 8 (pp. 180-197) CAW- Chap. 9 (pp. 232-238)</p> <p>Case study 6.1 & 7.2 due</p>
<p>3/13/19 Class 8</p>	<p><u>Sleep Disorders</u> Sleep & Wake Disorders</p> <p>Breathing Related Sleep Disorders</p> <p><u>Somatic symptom and related disorders</u></p> <p>Receive take-home portion of Exam I</p>	<p><u>Required:</u></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>Case study 8.2 & 9.1 due</p>
<p>3/20/19</p>	<p>NO CLASS: Spring Break</p>	

<p>3/27/19</p> <p>Class 9</p>	<p><u>Feeding and Eating Disorders</u></p> <ul style="list-style-type: none"> ● Anorexia Nervosa ● Binge Eating ● PICA ● Avoidant/Restrictive Food Intake <p>Elimination Disorders</p> <p>In class Exam I</p> <p>Take-home portion of Exam I due</p>	<p><u>Required:</u></p> <p>DSM 5 – Feeding and Eating Disorders & Elimination Disorders CAW- Chap. 11 (pp. 267-277)</p> <p>Case study, 12.1 & 10.1 due</p>
<p>4/3/29</p> <p>Class 10</p>	<p>Sexual Dysfunction and Gender Dysphoria Disorders</p> <p>Paraphilic Disorders</p> <p>Disruptive, Impulse Control, and Conduct Disorders</p>	<p><u>Required:</u></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>Case study 11.1 due</p>
<p>4/10/19</p> <p>Class 11</p>	<p>Substance-related Disorders</p>	<p><u>Required:</u></p> <p>DSM 5- Substance-related Disorders Chapter</p> <p>CAW- Chap. 16 (pp. 347-374)</p> <p>Case study 15.1 & 14.2 due</p>

4/17/19 Class 12	Neurocognitive Disorders Mental Status Examinations DUE: Psychosocial Assessment Paper: <i>Look Me in the Eye, The Quiet Room, The Tennis Partner, or The Center Cannot Hold or other chosen memoir.</i>	<u>Required:</u> DSM 5- Neurocognitive Disorders Chapter CAW- Chap. 17 (pp. 377-390) Case study 16.2 due
4/24/19 Class 13	<u>Personality Disorders</u> Receive Take Home Portion of Exam II	<u>Required:</u> DSM 5 Personality Disorders Chapter CAW- Chap. 18 (pp. 392-397) Case study 17.2 due
5/1/19 Class 14	Other Mental Disorders	<u>Required:</u> DSM 5 - Other Mental Disorders Chapter CAW- Chap. 19 (pp. 413-415) CAW- Chap. 20 (pp. 419-422) Case study 18.1 due
5/8/19 Class 15	Take-home portion of Exam II due In-class portion of Exam II	

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