

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

**Course Number:** SW 393R1

**Unique Number:** 61345

**Semester:** Spring 2021

**Meeting Time/Place:** 2:30-5:30 Monday  
via Zoom

**Instructor:** Arlene Montgomery

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**Office:** Virtual

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**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 DSM5. 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;
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**

This course is designed to include a variety of teaching methodologies to achieve the expectation of student mastery of the skills involved in the examination of social work practice as it is

supported by selected scientific findings. Readings, discussion, lecture, experiential exercise, videos, audio CDs, case examples, and presentations are designed to enhance the learning experience.

#### **IV. REQUIRED TEXTS AND MATERIALS**

##### Required and Optional Texts/Materials

Required material: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, Fifth edition (DSM-5)*. Washington, DC: Author.

Optional: Buelow, H., Hebert, S. & Buelow. S. (2000). *Psychotherapist's resources on psychiatric medications: Issues of treatment and referral (2nd ed.)* Belmont, CA: Brooks/Cole.(Several copies will be in Learning Resource Center)

#### **V. COURSE REQUIREMENTS**

##### **Policy on attendance, participation, and due dates for assignments**

Students are expected to log on to class regularly and to participate in the class discussions by contributing meaningful questions and discourse with fellow students and the instructor. Readings are expected to be completed prior to class. Role will be taken; leaving class will be considered an unexcused absence unless arrangements have been made with the instructor for the absence to be excused. Students are expected to be on video 95% of the time, unless arrangements have been made otherwise. Points will be deducted from the final grade for unexcused absences. The student is allowed one unexcused absence without penalty. Students will not be permitted to make up work missed during unexcused absences. Late assignments will not be accepted without penalty; some exceptions may be made by the instructor. Failure to attend class regularly and demonstrate through class discussion that one has read the assigned material will be considered in assigning the final grade.

Evaluation based on:

Reading assignment completion

Class participation

Class attendance

Successful completion of assignments

##### **COURSE ASSIGNMENTS**

The assignments include the following:

a GROUP presentation which includes a handout for classmates (summary of important points from assigned clinical articles and from the texts, emphasizing differential diagnostic issues); a discussion of clinical issues from film clips to illustrate important points from the assigned material;

INDIVIDUAL: a one page reaction paper;

a 3-5 page critique addressing assessment issues for the role play clinical interviews;

2 papers.

**Panel Presentation** {25% of final grade}

The class will be led in a discussion of clinical material illustrated by clips from films such as WHAT'S EATING GILBERT GRAPE; LIKE WATER FOR CHOCOLATE, TAXI DRIVER, FATAL ATTRACTION, AS GOOD AS IT GETS, AND SYBIL and possibly other films. Each student or group will lead a discussion on some of the film material as they illustrate certain technical material from the texts and other assigned material. The instructor will participate, as well. The expectation is for all class members to watch the film under study before the discussion in class. The presenter(s) will guide us in attending to selected scenes that illustrate the technical material to be discussed. Scenes will be used for the class to practice telehealth skills.

The role play will be of a character or characters from the films that illustrate the assessment process of the clinical unit of attention, such as an individual or family as well as the diagnostic entities. The role play (s) will be conducted by a professional Clinical Social Worker; students may volunteer to conduct the interview if they wish, but this is not a requirement. Students will view the film clips with differential diagnostic questions in mind and share with the class during discussions. The class discussions will be treated as if they are a clinical staffing in a clinical setting.

Each panel (or presenter) will summarize briefly the clinical points in material assigned to their particular film example. Each classmate will be provided with a copy of the summaries via email. The purpose of the summary is to provide an outline for the discussion. The panel is expected to have mastered those points in order to integrate the material in a class discussion. Note: the assigned material from the DSM- 5 should not be outlined in detail; further instructions will be provided on the first class day.

**The individual or group presentation should include the following:**

Examples from movie illustrating

- a. 10 defenses (5%)
- b. examples of at least 2 ethical dilemmas, as defined by NASW Code of Ethics; quote the ethical standard (2%)
- c. in the assigned film material, identify ways the factors of age, class, culture, race, ethnicity, country of origin, language(s), educational attainment, religious background, sexual orientation, clinician value conflict and/or physical ability may influence (limit, compromise, or enhance) the clinical diagnostic effort and the diagnosis (4%)
- d. the effect of trauma and economic/social oppression on the diagnostic process and on the diagnosis (5%)
- e. a brief example of a research question generated by the effort to diagnosis a film figure (1%)
- f. psychometric measurement tool (1%) {each panel will discuss with instructor}
- g. legal issues that might arise (1%)
- h. differential diagnosis issues (1%)

**One-page reaction paper (5%)**

{the reaction paper is intended to reflect the student's educational experience of his/her /their own panel presentation: The reaction paper should address the student's experience of applying the diagnostic process to a person(s); a value, clinical, and ethical dilemma of the student's toward the diagnostic interview role play {re: the ethical concern, cite the ethical standard from Code of Ethics}; and an emotional experience had by the student regarding the prospect of

diagnosing and/or interviewing the “client” in question and a defense mechanism which the student might likely erect to cope with that emotional reaction. **Reaction paper is due next class day following the role play.**

### Papers

Format for Paper #1 {25% of final grade} {choose 2 references from the Reference List at end of this syllabus and/or on Canvas to support some answers to the following questions; use hand-outs on Mental Status Exam & defense mechanisms} For this paper, the first role play experience(Gilbert Grape), the film, class discussion, and written material of interview provide the clinical data. The paper will provide an assessment of one the interviewees and speculations about the family member not present in the family interview and is to include the following:

- a. a brief discussion of the assessment of the client system(s) with a sample of the client’s interpersonal behavior and emotional processes that can either support or qualify inferences from the history and examination (make an inference) (4%)
- b. the following information from a mental status examination: ways the client(s) minimize(s) or exaggerate(s) certain aspects of the client(s) history, particular topics/questions that evoke hesitation or signs of discomfort, and the general style of relating (2%)
- c. client’s ability to communicate about emotional issues with sample of behavior illustrating that ability (or compromised ability) (2%)
- d. example of 1 defense mechanism typical of this “client’s” diagnosis including examples of the following: the coping style, the function, inferred cognition, and the diagnostic language (make a chart) (3%)
- e. 4 examples from the clinical interview that contained 4 of elements of a mental status exam (3%)
- f. An error made by the clinician with the correction from the assigned literature (.5%)
- g. An example of *your personal reaction* to the interview including a value conflict, a clinical concern, an ethical concern, and a counter-transference reaction (quote the ethical standard from NASW Code of Ethics) (.5%).
- h. Possible diagnoses of client & younger son, including V,T, Z-Codes; give criteria met with examples; mention the possible effect of the younger son’s mental health status on diagnosing the client; differential diagnosis issue(s); mention strengths of client and younger son(10%)

**Paper #2** will address a case assessment with a focus on cultural influences upon the diagnostic process, analyzing hidden strengths which affect the diagnosis, and professional judgment, boundary and ethical issues. Case on Senora Pires to be provided.

For Paper #2 {30% of final grade}, for first ½ of Paper #2, answer all questions like Paper #1 instructions(above), but do not include the diagnosis in the first 1/2; for Paper #2, second ½, address these additional questions, use any material and/or class discussion from Like Water for Chocolate, including the role play, and the case study on Senora Pires to inform your answers.

- a. list two strengths and two weaknesses of the assessment interview
- b. suggest a theoretical approach to address any symptom, stating why you make that choice
- c. speculate on the part of the brain which may be compromised by one of the symptoms/criteria exhibited (Buelow, et al.)
- d. speculate on a class of medications which might address one of the symptoms/criteria and briefly discuss; give the page number(s) from Buelow, et al.

e. diagnosis: mention cultural factors affecting the diagnostic process with references; list diagnostic criteria met with examples; list specifiers, if relevant; list possible T,Z,V-Codes with examples; differential diagnosis issues; mention strengths of client.

**Role Play Paper**

The panel presentation group in which a student participates determines which role play is assessed.(See Course Schedule)

**Grading**

Percent of final grade

30%	Group or Individual Presentation, role play reaction paper, and summaries of articles
15%	Role play paper, see course schedule for due dates
25%	Paper #1(due Saturday, Feb. 27@ 12 noon via email)
30%	Paper #2 (first ½ due 12 noon, Saturday, April 24; second ½ due at end of term at midnight, Friday, May 7 @ midnight) via email

**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**

**COVID-19 RELATED INFORMATION.** The University’s policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

**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/>.

**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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

**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.

**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 <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**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/>.

**CAMPUS CARRY POLICY.** The University’s policy on concealed firearms 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.

**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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

**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

Day	Topic	Assignment Due All read	Readings Presentation group summarizes unless **
01-25	Introduction to course	<i>All read Intro, 5-17; Glossary, 817-831; Table3, 779-781;783-786 in</i>	Autism treatment may restore.... Autism & the Brain... Depression changes brain

		<b>DSM-5 for next week</b>	structure.... (in Canvas)
<b>02-01</b>	<b>Gilbert Grape</b>	<b>All read DSM-5 Classification(xiii-xiv);</b>	Vaillant(1974) chart and **Montgomery (2013) Ch.2 <b>in Canvas</b>  **Defensive Functioning Scale (807-810); Glossary (811-813); GARF Scale (814); SOFAS Scale (817) in DSM-IV-TR <b>in Canvas</b>
<b>02-08</b>	<b>Gilbert Grape, cont' Role Play</b>	<b>All read Neurodevelopmental Disorders 31-86 WHODAS 2.0(World Health organization Disability Assessment Schedule 2.0, 36-item version, self-administered, DSM-5, 747-748) Table 2 Parent-guardian-rated DSM-5 level1 Cross-Cutting Symptom measure for child 6-17: 12 domains, thresholds for further inquiry, and associated level 2 measures, DSM-5 p. 736; Depressive Disorders, 155-189, DSM-5;Post-traumatic Stress Disorder, 271-280</b>	Assessment tool: In Scarf, M. (1995). Intimate worlds, life inside the family. NY: Random House, from Chapter 2: The Beavers Scale of Family Health and Competence: Levels 1-5 <b>in Canvas</b>

02-15	<b>Film: Like Water for Chocolate</b>	<p><i>Cultural Formulation 749-759; Glossary of Cultural Concepts of Distress 833-837; Selective Mutism, 195-197; Posttraumatic Stress Disorder, 271-280; Acute Stress Disorder, 281-286; Other Specified Trauma- and Stressor-Related Disorder, 289-290; Depersonalization/ Derealization Disorder, 302-306</i>  <i>Buelow, et al., Appendix A: the Nervous System</i></p>	<p>Greenberg, G. (July 2001). The Serotonin Surprise. <i>Discover</i>, 22(7). 64-69.</p> <p>Aisenberg, E. (2008). Evidence-Based practice in mental health care to ethnic minority communities: Has practice fallen short of its evidence? <i>Social Work</i>, 53(4), 297-306.</p> <p>Panel chooses 1 relevant article located in Canvas.</p>
02-22	<b>Like Water for Chocolate, con't</b>	<p><i>Paper #1 due Saturday, noon, Feb.27</i></p>	<p>Chapter 10 Cultural issues in Relational Diagnosis: Hispanics in the United States and Chapter 11 Cultural Considerations in Diagnosis (152-170), Florence W. Kaslow (Ed.) <i>Handbook of relational diagnosis and dysfunctional family patterns</i>. (1996). Canada: John Wiley and Sons.</p> <p>in Canvas</p>
03-01	<b>Like Water for Chocolate, con't Role Play</b>	<p><i>As Good as it Gets or Fatal Attraction writes paper on Like Water for Chocolate, due one</i></p>	

		<i>week after role play</i>	
<b>03-08</b>	<b>Taxi Driver</b>	<p><i>Schizophrenia Spectrum and Other Psychotic Disorders, 87-154; Substance-related and Addictive Disorders, 481-590; Posttraumatic Stress Disorder, 271-280; Disruptive, Impulsive-Control, and Conduct Disorders, 461-480; Bipolar and Related Disorders, 123-154</i></p> <p><i>Buelow, et al., Chapter 4, Psychosis and the Antipsychotics, 103-132. Clinician-Rated Dimensions of Psychosis Symptom Severity, 743-744;</i></p>	<p><i>Gabriel, M.A. (Summer, 1992). Anniversary Reactions: Trauma Revisited. Clinical Social Work Journal, 20 (2), 179-192.</i></p> <p><i>The clinical and forensic assessment of psychopathy: A practitioner's guide. Carl B. Gacano, Ed. (2000)</i></p> <p>Assessment tool: PCL-R Checklist and Forensic Interview Schedule. The Psychopathy Check-list Revised and Screening Version Robert H. Bodholdt, Henry R. Richards, &amp; Carl B. Gacano.</p> <p>All above in Canvas Panel chooses 1 relevant article located in Canvas.</p>
<b>03-22</b>	<b>Taxi Driver, cont'd</b>		
<b>03-29</b>	<b>Taxi Driver, con't Role Play As Good As it Get or Fatal Attraction begins</b>	<i>Sybil presentation group writes paper on Taxi Driver, due one week after role play</i>	
<b>04-05</b>	<b>As Good as It Gets OR Fatal Attraction</b>	<i>Personality</i>	Assessment tool: Yale Brown

		<p><i>Disorders 591-644; Anxiety Disorders, 189-234; Obsessive-Compulsive and Related Disorders, 235-164; Alternative DSM-5 model for Personality Disorders ,761-782; Buelow, et al., Anxiety and the Anxiolytics: Sleep Disorders and the Hypnotics (79-102); Disruptive, Impulsive-Control, and Conduct Disorders, 461-480; Personality Disorders, 645-684</i></p> <p><i>Buelow, et al., Chapter 2, Depression and the Antidepressants: Bipolar Disorder and Lithium, 35-78.</i></p>	<p>Obsessive Compulsive Scale OR Hand-outs on assessment of post-partum depression; Beck Depression Inventory; Beck Anxiety Inventory;</p> <p>Herman, J. L. &amp; van der Kolk, B. A. (1987). Traumatic Antecedents of Borderline Personality Disorder. In Psychological trauma (pp. 111-126) Bessel A. van der Kolk. USA: American Psychiatric Association</p> <p>Price, S.K. (2008). Women and reproductive loss: Client-Worker dialogues designed to break the silence. <i>Social Work</i>, 53(4). 367-376.\</p> <p>Panel chooses 1 relevant article located in Canvas</p>
04-12	As Good as It Gets OR Fatal Attraction Role Play	<p><i>Like Water ... writes paper on As Good...OR Fatal Attraction, due one week after role play</i></p>	
04-19	Sybil presentation begins	<p><i>Depressive Disorders, 155-</i></p>	

		<p><i>189; Anxiety Disorders, 189-253; Dissociative Disorders; Trauma- and Stressor-Related Disorders; Somatic Symptom and Related Disorders; Sleep-Wake Disorders, 361-422</i></p> <p>First 1/2 paper #2 due noon, Saturday, April 23</p>	
04-26	Sybil Role Play	<p><i>Taxi Driver presentation groups write paper on Sybil role play, due one week after role play</i></p>	<p>van der Kolk, B. A. (1987). The psychological consequences of overwhelming life experiences. In Psychological trauma. Bessel A. van der Kolk (Ed.). USA: American Psychiatric Association, 1-30. Panel chooses 2 relevant articles located in Canvas</p> <p>Assessment tool: Steinberg, M., Rounsaville, B., et al., (1994). Distinguishing between multiple personality disorder (dissociative identity disorder) and schizophrenia using the Structured Clinical Interview for DSM IV Dissociative Disorders. Journal of Nervous and Mental Disorders, 182, 495-502 (provided by instructor) Buelow, et al.: Pain and Analgesics</p>

05-03	Catch up and Duty to Warn discussion		
05-07	Second ½ paper #2 due last class day, midnight	Duty to warn; materials in Canvas	

## IX. BIBLIOGRAPHY

### Suggested References for Clinical Assessment and Differential Diagnosis

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In Paul M.G. Emmelkamp & Ellen Vedel, *Evidence-based treatment for alcohol and drug abuse: A practitioner's guide to theory, methods, and practice*. Chapter 5 Complicating Factors 157-193. NY: Routledge.

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