

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

<b>Course Number:</b>	SW 393R 1	<b>Instructor:</b>	Cynthia Franklin, PhD, LCSW, LMFT
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<b>Semester:</b>	Spring 2023	<b>Office:</b>	3.130J
<b>Meeting Time/Place:</b>	Wednesday	<b>Office Phone:</b>	512-471-0533 Text: 512-413-1946
	2:30 – 5:30PM	<b>Office Hours:</b>	Mondays 1-2
	SSW 2.112		Other time by appointment

**SW 393R 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 most current version of the Diagnostic and Statistical Manual of Mental Disorders. 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

The primary teaching methods will be brief lectures, case analysis, video examples of clinical interviewing, group exercises, and discussion. Assigned readings and the study and critique of clinical assessment methods are important to your learning in this course.

### IV. REQUIRED TEXT AND MATERIALS

#### **Required:**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

#### UT Library Link:

<https://dsmpsychiatryonlineorg.ezproxy.lib.utexas.edu/doi/book/10.1176/appi.books.9780890425787>

Pomeroy, E. (2015). *Clinical Assessment Workbook, 2e*. Boston, Cengage.

*Bring this book to class on days it is assigned because we will work through the cases.*

Shea, S.C. (2017). *Psychiatric Interviewing: The art of understanding*. New York:

ELSEVIER.

*Read and watch the videos.*

#### **Highly Recommended:**

Barlow, D/H., Durand, M.V. & Hoffman, S.G. (2022). *Psychopathology: An Integrative Approach to Mental Disorders*. Boston: Cengage. Available in E-book

\*Corcoran, J. & Walsh, J. (2022). *Clinical Assessment and Diagnosis in Social Work Practice, 4th Edition*. New York Oxford.

\*Jordan, C. & Franklin, C. (2021). *Clinical Assessment for Social Workers: Quantitative and Qualitative Methods (5<sup>th</sup> Edition)*. Chicago: Lyceum Press.

[https://search.lib.utexas.edu/discovery/fulldisplay?docid=alma991058442676906011&context=U&vid=01UTAU\\_INST:SEARCH&lang=en](https://search.lib.utexas.edu/discovery/fulldisplay?docid=alma991058442676906011&context=U&vid=01UTAU_INST:SEARCH&lang=en)

Preston, J.D., Oneal, J.H. & Talaga, M.C. Moore, B.A. (2021). *Handbook of psychopharmacology for therapists, Ninth Edition*. Oakland, CA: New Harbinger.

**Online PowerPoint lectures and other resources on Canvas.**

## V. COURSE REQUIREMENTS

The following course requirements will be completed during the semester, with a grade given for each assignment. Grading will be based on the final averages of cumulative grades across assignments and the student's participation and attendance in the class.

### 1) Two Diagnostic Case Assessment Exams

You will complete two diagnostic case exams across the semester (see course schedule and due dates). Both exams are short answer and test your knowledge of the DSM 5-TR, the brief lectures on diagnoses, and what has been covered in the class about assessment and diagnosis.

**You will complete the exam in your assigned assessment and case analysis group.** The exams are **take-home exams** and will have three case vignettes. The exam will consist of **making a diagnosis** of case vignettes and discussion of other potential **differential diagnosis** that are to be ruled out before making the diagnosis. Diagnoses should include **appropriate specifiers**. You will also describe the **strengths of the client** and appropriate **social and contextual issues** to consider such as age, race, religion, income, culture, and family circumstances. You will also describe when **a referral for psychotropic medications** are necessary and what **types of medications** might be needed to manage the case. You will explain your rationales for each answer in short essays referring to the case content. **You can use the DSM-5-TR, textbooks, and other class materials during the completion of the exams.**

#### **Benefits of the Diagnostic Case Assessment Exams**

The exams will provide an opportunity for you to practice using the DSM-5-TR and select a diagnosis, take into consideration factors impacting a case, and decide if psychotropic medications are needed. The process and content of the exams are similar to the types of information you have to work through on the social work licensing exams and is designed to help you practice clinical assessment skills. Diagnoses are often made in a team so this means that the group process has the added advantage of helping you learn to work with a team of colleagues in making assessment decisions.

### 2) Assessment Tool Kit for a Client Diagnosis

You will select a diagnosis from the DSM-5-TR (i.e. ADHD, Conduct Disorder, PTSD, Borderline Personality Disorder, etc.) and you will create a tool kit for how to assess and complete a differential diagnosis for this disorder. A typed, well organized, 10-12 page, paper will comprise the tool kit but it is expected that you may use tables for diagnostic criteria or measures, quick reference lists of questions, and other quick reference guides to make your paper easy to read and access the information. The tool kit will include useful and practical assessment methods and will be submitted for a final grade. **Follow closely the outline and bolded headings and subheadings for your paper. A Rubric that follows the headings will be used to grade your paper.**

#### **Assessment Tool Kit Outline**

*Follow APA 7<sup>th</sup> Edition*

##### I. Abstract (250 words)

**II. Brief history and prevalence of the problem, current diagnostic criteria** (a paragraph or two). You can put the key diagnostic criteria in a table. Information from DSM-5-TR and epidemiological studies are good resources to use.

**III. Assessment methods and tools available to assess and diagnose the problem (6-8 pages)**

- a. Interview outline.** Describe the process for how you should proceed in an interview and the key questions to ask in the assessment and arriving at a differential diagnosis. A search of literature should lead to relevant questions to ask. Standardized measures have useful questions and those questions can be adapted for your use in an interview and will help you arrive at an accurate assessment and differential diagnosis for the chosen disorder. Your textbooks on Shea, Psychiatric Interviewing, Jordan and Franklin, and Corcoran strongly recommended books are available in the PCL and will be useful resources for the tool kit.
- b. How to adapt questions to different populations** considering age, race, ethnicity, cultures, religion, and sexual orientation, etc. DSM-5-TR, Culture and Psychiatric Diagnosis can be helpful in Section III of the manual. Jordan and Franklin on syllabus (strongly recommended readings) available on-line in the PCL. See especially chapter 9 (Multicultural Assessment). Also available in Resources and Rubrics on Canvas.
- c. Standardized Measures.** Identify and report on one standardized measure. Preferably should be from the public domain so you can access it and explore the practical use of the measure. Include screening measures and/or diagnostic measures such as rating scales and self-report instruments that can be useful to you in your clinical assessments with your clients. See Jordan and Franklin & Corcoran books because these resources can help you with this section. Available in the PCL.
- d. Brief description of measures** identified for your use. Include in your write-up of your selected measure: **Description** (i.e., This is a 33-item standardized self-report instrument measuring ...).
- e. Validity and reliability of the measures** based on studies that are recommended for use in clinical assessment and practice. Use subheadings: **Reliability and Validity.** See Corcoran book for examples of how to write up measures (e.g. Appendices of chapters). and read Jordan & Franklin Chapter 3 for an understanding of reliability and validity.
- f. Clinical Utility. See Jordan and Franklin book chapter 3 for a understanding of clinical utility.** Include how useful the measure is with your clients. Include **Usefulness of measures with BIPOC, diverse, and low-income populations** as a subheading and cover any limitations the measure may have for use with different populations. For example, consider if the measure has been normed appropriately on different age groups, races, cultures, SES and translated into appropriate languages for use? Jordan and Franklin chapter 9 and DSM 5-TR Culture and Psychiatric Diagnosis are useful resources.
- g. Other useful assessment tools** such as biological measures, observations, examination of past records? Include a brief summary if relevant to clinical practice here. You can explore these methods in more depth if they are relevant to your diagnosis and for use in clinical assessment. Jordan and Franklin text is a good resource for different types of assessment tools and measures.

**IV. Application (4-5 pages)**

- a. **Case example.** An example of how you will use the knowledge learned on assessment with a real or hypothetical case example. If you use a real case remove or change names and change details so it is not recognizable. Be specific and walk through the steps of the assessment process for how you will assess and diagnose a client. *Examples of case write-ups are in the Jordan and Franklin and Corcoran books.*
- b. **Measure example.** Complete and write up the results in a half-page summary that explains what the results mean and how this information might guide your interventions with a client. You can also combine the scored measure with your case example above. Be sure and attach the scored measure to the Tool Kit as an appendix so I can see your work. *Resources to Use: Assessment DSM-5-TR, Measures in Section III can be helpful here. Jordan and Franklin book can be useful resource because it provides examples of measures and ways to write up the results of measures for an assessment.*

## V. Summary and References

- a. **Summary of key points** you learned. (half a page)
- b. **APA reference list.** You are expected to use the books from the class and add a minimum of five other journal articles or scholarly resources to support your work (e.g. reviews, meta-analysis, published or on-line practice guidelines from professional organizations such as, APA, NASW, SAMHSA, etc. ).

### Benefit of the Assessment Toolkit Assignment for YOU

This assignment helps you gain experience in applying the evidenced-based practice process and learning about the best assessment methods for a particular client diagnosis. Your completed assessment tool kit will provide a guide for your future clinical assessments when you encounter someone who potentially may have the diagnosis you covered. My best hopes are that this assignment will help you remember how to follow the evidence-based practice process and that you will be able to use the process in your practice in the future to discover the best ways to assess your clients.

#### Evidenced-Based Practice Process

- 1) Converting one's need for information into an answerable question.
- 2) Tracking down the best available information to answer the question
- 3) Critically appraise the evidence for its' validity, reliability, impact and applicability.
- 4) Integrate this critical appraisal to improve practice skills and match our client's unique values.
- 5) Evaluating the effectiveness and efficiency in executing steps 1-4 and seek ways to improve both for next time.

## 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

*\*Class failed/no credit: 73 and below – graduate students must earn a minimum grade of C in a course for credit. Also, graduate students must maintain an overall B average.*

<b>Diagnostic Case Exam 1:</b>	<b>Due 3/1/22 by Class on Canvas</b>	<b>30%</b>
<b>Diagnostic Case Exam 2:</b>	<b>Due 3/29/22 by Class on Canvas</b>	<b>30%</b>
<b>Assessment Tool Kit:</b>	<b>Due 4/26/22 by Class on Canvas</b>	<b>40%</b>

### **Criteria for Getting an Excellent Grade on the Assessment Tool Kit**

Make the tool kit creative, interesting to you, and something that will benefit your work. The Tool Kit it must be well researched, well written, and accurately describe how a practitioner applies the assessment information. I should be able to look at your work on the assessment methods and know how to proceed with a client and you should be able to take the materials to your field placement and use it.

## **VII. CLASS POLICIES**

- A. **Attendance and Participation: Attendance and Participation: Attendance and Participation:** Students are expected to read the assigned readings (some students use study groups), attend each class meeting, contribute to class discussions, and participate in skill-building exercises. Failure to attend class regularly (missing more than two class sessions) will result in a lower grade for the course except in situations where the absence is excused. If you have an illness or an emergency contact the professor and receive an excused absence. Beyond the permissible two classes, my policy is to deduct points at my discretion based on your participation for unexcused absences from your final grade. As soon as you know that you will not be able to attend class, you should e-mail or call (text) the professor and TA. I respect student’s observance of religious holy days. If you must miss class to observe a religious holiday, please let me know as soon as you know you will be absent. See section VI for grading details.
- B. **Student’ Study Hours Estimates:** Students enrolled in this 3-hour class should expect to spend two or three hours preparing for each hour spent in class per week (including reading required materials, completing assignments, preparing for group assignments or exams, and reviewing online content like videotapes)
- C. **No Late Assignments are Accepted:** Except in extreme emergencies and then only with advance permission from the professor. If students are in an emergency situation, they should immediately contact the professor and negotiate a new due date. All late assignments will be assessed point penalties at a rate of **5 points a day**.
- D. **Grading Philosophy:** The grade for the course will be based on the student’s ability to demonstrate knowledge and skills in clinical assessment and differential diagnosis using the DSM-5-TR and other materials on assessment. I grade on a perspective of strengths, reinforcing what the student has done right in practicing assessment skills, not in a review of their deficits in learning.

- E. **This is a Professional Practice Class:** Each student is expected to demonstrate behavior that meets the criteria of the **National Association of Social Workers Code of Ethics** and meets the standards for professional practice of social work. Class attendance, participation, respect and support of student colleagues and professor, promptness in completing assignments, writing clearly and concisely are considered professional behaviors.
- F. **Use of Computers, Tablets and Cell Phones:** Devices are allowed in class and may be used for learning. Please refrain from other uses while in the class. If you need to send a text or make a phone call excuse yourself from the class.
- G. **Explanation of Course Grades:** My goal is for each student to be able to take materials in this class into their practices with clients. I expect all graduate students to be industrious and motivated and believe they will want to stand out for their excellence. All students will start with an A and it will be up to you to demonstrate you are working hard and doing the assignments with rigor enough to keep it. I consider that grades should be viewed as a measure of effort, and understanding, integrating, and applying the course materials. I use rubrics for assignments and will follow them. I will look for curiosity and your eagerness to learn how to be the best social worker you can be. Relax and enjoy the learning.

## VIII. UNIVERSITY 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.

**DISABILITY ACCOMMODATION STATEMENT.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/> . If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.



**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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 HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**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 campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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	Topic	Assignment Due	Readings & Videos
1/11	-Introduction -What Will I Learn In This Class?		Syllabus CANVAS site Browse/familiarize with text
1/18	-Introduction to Clinical Assessment and Classification Systems -Clinical Interviews -Biopsychosocial-spiritual Assessment -Clinical Interviewing		<i>DSM 5-TR</i> , Section 1, DSM 5 Basics Introduction Use of the Manual <i>Pomeroy</i> chapter 1 <i>Shea</i> , 3 & 7 & 20 Videos <i>Shea</i> 3.1 Macro Structure of Interview
1/25	-Neurodevelopmental Disorders -Autism Spectrum Disorder -Attention Deficit/Hyperactivity Disorder		<i>DSM 5-TR</i> , Neurodevelopmental Disorders, Disruptive, Impulse Control and Contact Disorders. <i>Pomeroy</i> , Ch. 2.

			<p><i>Shea</i> Chapters 4 Videos <i>Shea</i> 4.1 Creating Graceful Transitions Using Natural Gates</p>
2/1	<p>-Disruptive, Impulse Control, and Conduct Disorders -Substance-related Disorders</p>		<p><i>DSM 5-TR</i>, Disruptive, Impulse Control and Conduct Disorders and Substance Related Disorders <i>Pomeroy</i>, Ch. 15 &amp; 16 <i>Shea</i>, Chapter 5 &amp; 6 <i>Shea Bonus Materials 22</i> Shea Videos 5.1 Validity Techniques 5.3 Complete Interview with Ben 5.4 Interview Techniques for Uncovering Malingering</p>
2/8	<p>-Schizophrenia Spectrum &amp; other psychotic disorders -Catatonia Disorder</p>		<p><i>DSM 5-TR</i>, Schizophrenia Spectrum and Psychotic Disorders. <i>Pomeroy</i>, Ch. 3 <i>Shea</i>, Chapter 11 &amp; 12 <i>Shea Bonus Online</i> 20 Medication Interest Model</p>
2/15	<p>-Bipolar Disorder &amp; related disorders</p>		<p><i>DSM 5-TR</i>, Bipolar and Related Disorders, Depressive Disorders. <i>Pomeroy</i>, Ch. 4. <i>Shea</i> Chapters 9 &amp; 10</p>
2/22	<p>-Depressive Disorders</p>	<p><b>Diagnostic Case Exam #1 Distributed on Canvas</b></p>	<p><i>DSM 5-TR</i>, Depressive Disorders. <i>Pomeroy</i>, Ch. 5 <i>Shea</i> 9.1 Sensitively Uncovering the Symptoms of Major Depressive Disorder</p>

3/1	<ul style="list-style-type: none"> <li>-Anxiety Disorders &amp; related disorders</li> <li>-Separation Anxiety and Selective Mutism</li> <li>-Specific Phobia and Social Anxiety</li> <li>-Panic Disorder &amp; Agoraphobia</li> <li>-Generalized Anxiety Disorder</li> <li>-Obsessive Compulsive Disorder</li> </ul>	<b>Case EXAM due on CANVAS by class time</b>	<p><i>DSM 5-TR</i>, Anxiety Disorders and Obsessive Compulsive and Related Disorders.</p> <p><i>Pomeroy</i> chapters 6 &amp; 7</p> <p><i>Shea</i> Video 9.2-Panic, GAD, ADHD</p>
3/8	<ul style="list-style-type: none"> <li>-Trauma and Stressor related disorders</li> <li>-Dissociative Disorders</li> </ul>		<p><i>DSM 5-TR</i>, Trauma-and-stress-related disorders, Dissociative Disorders.</p> <p><i>Pomeroy</i>, Ch.8 &amp; 9</p> <p><i>Shea</i> On-line bonus material Chapter 19</p>
3/15	SPRING BREAK		
3/22	-Personality Disorders (Clusters A, B, C)	<b>Diagnostic Case Exam 2 Distributed on Canvas</b>	<p><i>DSM 5-TR</i>, Personality Disorders, Alternative DSM 5 model for personality Disorders.</p> <p><i>Pomeroy</i>, Ch.18</p> <p><i>Shea</i> chapters 13 &amp; 14</p> <p><i>Shea</i> bonus on-line material chapter 19</p> <p><i>Shea</i> 14.1, Sensitively uncovering criteria for Antisocial Personality Disorder</p>
3/29	Independent work on Assessment Tool Kit	<b>Case Exam 2 due on Canvas by class time</b>	
4/5	<ul style="list-style-type: none"> <li>-Neurocognitive Disorders</li> <li>-Mental Status Exams</li> </ul>		<p><i>DSM 5-TR</i>, Neurocognitive Disorders.</p> <p><i>Pomeroy</i>, Ch. 17</p> <p><i>Shea</i> chapter 16</p>
4/12	<ul style="list-style-type: none"> <li>-Anorexia Nervosa</li> <li>-Binge Eating</li> </ul>		<p><i>DSM 5-TR</i>, Feeding and Eating Disorders.</p>

	-PICA -Avoidant/restrictive food intake		<i>Pomeroy</i> , Ch. 11
4/19	-Suicidal and non-suicidal injury		<i>DSM 5-TR</i> -Suicidal Behavior Disorder, page 920 <i>Pomeroy</i> Chapter 20 <i>Shea</i> , Chapter 17 <i>Shea</i> 17.1-17.6-Suicidal ideation and Intent
4/26	-Class Wrap-Up -Evaluation	<b>Assessment Tool Kit due on Canvas by class time</b>	

## X. BIBLIOGRAPHY

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UT Library Link: <https://dsm-psychiatryonline->

[org.ezproxy.lib.utexas.edu/doi/book/10.1176/appi.books.9780890425787](https://ezproxy.lib.utexas.edu/doi/book/10.1176/appi.books.9780890425787)

Barlow, D/H., Durand, M.V. & Hoffman, S.G. (2022). *Psychopathology: An Integrative Approach to Mental Disorders*. Boston: Cengage. Corcoran, J. & Walsh, J. (2022).

*Clinical Assessment and Diagnosis in Social Work Practice*, 4th Edition. New York Oxford.

Jordan, C. & Franklin, C. (2021). *Clinical Assessment for Social Workers: Quantitative and Qualitative Methods (5<sup>th</sup> Edition)*. Chicago: Lyceum Press.

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Shea, S.C. (2017). *Psychiatric Interviewing: The art of understanding*. New York: ELSEVIER.

### **Websites for Finding Evidenced-Based Assessment and Practice Information**

Psy Guidelines

[www.psychguides.com](http://www.psychguides.com)

The American Academy of Child and Adolescent Psychiatry Practice Guidelines. Available online with subscription to the journal "Journal of Child and Adolescent Psychiatry"

[www.AACAP.org](http://www.AACAP.org)

The Journal of Clinical Psychiatry Practice Guidelines: Available online with subscription to the journal.

[www.psychiatrist.com](http://www.psychiatrist.com)

The American Psychological Association publishes Practice Guidelines for treating mental disorders and other areas/

<https://www.apa.org/about/policy/approved-guidelines>

The National Child Traumatic Stress Network

<https://www.nctsn.org>

The National Institute of Mental Health (NIMH)

[www.nimh.nih.gov/](http://www.nimh.nih.gov/)

The Substance Abuse and Mental Health Services Administration (SAMSHA)

[www.samhsa.gov/](http://www.samhsa.gov/)

Campbell Collaboration

[www.CampbellCollaboration.org](http://www.CampbellCollaboration.org)

Cochrane Collaboration

<http://www.cochrane.org/>

National Association of Social Workers Behavioral Health Section

<https://www.socialworkers.org/Practice/Behavioral-Health>

The National Institute of Drug Abuse (NIDA)

[www.nida.nih.gov](http://www.nida.nih.gov)