

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

Course Number:	SW 393R1	Instructor:	M. Peterson Armour, Ph.D.
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Semester:	Spring 2001	Phone:	471 3197
Meeting Time:	Wed. 2:30-5:30	Office Room:	3.122C
Meeting Place:	2.122	Office Hours:	Wednesdays 1:30-2:30 or by appointment

CLINICAL ASSESSMENT AND DIFFERENTIAL DIAGNOSIS

1. COURSE DESCRIPTION

This course will focus on the incidence, etiology, and assessment of dysfunctional behavior patterns with children, adolescents, adults, and families. Students will learn models of assessment to evaluate human functioning throughout the life cycle, with emphasis on vulnerable and diverse populations. Major nosological 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.

This course is required of MSSW students in the Clinical concentration.

II. COURSE OBJECTIVES

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

1. Demonstrate familiarity with biological, psychosocial, and cultural theories on the etiology of dysfunctional behavior patterns.
2. Demonstrate the ability to apply multiple methods of assessment, including those developed through classificatory schemes, standardized measures and qualitative typologies.
3. Describe the relationship between assessment and intervention in social work practice;
4. Demonstrate the ability to adapt assessment models to reflect the needs of persons of diverse social, economic, cultural or ethnic backgrounds, including understanding issues of gender, sexual orientation, and ability

5. Critically evaluate 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.

III. TEACHING METHODS

The primary teaching methods will be lectures, discussion, and experiential exercises. Guest lecturers, group presentations and audio-visual presentations will also be utilized.

IV. REQUIRED AND OPTIONAL TEXTS/MATERIALS

Required Readings

American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders, Fourth Edition Text Revision (DSM-IV-TR). Washington, D.C: Author.

Buelow, G. Hebert, S., & Buelow, S. (2000). Psychotherapist's resource on psychiatric medications: Issues of treatment and referral (2nd ed.). Belmont, CA: Brooks/Cole.

Course packet (Armour) is available for purchase by enrolled students at Speedway Copy and Printing located in Dobie Mall, 2025 Guadalupe St., Phone # 478-3334.

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 semester.

1. Examinations

There will be two (2) exams given during the course of the semester (see course schedule for due dates). Each exam will be worth 100 points. All exams will consist of both a take-home and an in-class portion. Brief case vignettes will be provided on the take-home portion. Students will receive the exam questions at least one week prior to their due date. Students will have one week to develop a diagnosis (on all 5 axes of the DSM-IV) and to summarize the most pertinent biological, psychological, social systems and environmental issues impacting the case. Students will turn in the completed take-home portion at the beginning of the class when the exam is due. Each answer must be typed and in the form of a one page (only) case summary. The in-class portions of the exam

will be similar to the state licensing exam questions and will give the student an opportunity to practice the necessary state-taking skills needed to pass that exam.

200 points maximum, Examinations

II. Assessment Research Paper

Each student is to select a problem area of interest and write a scholarly paper focused on assessment and treatment. A typed, well-written paper is to be submitted. The paper should be written in APA format (4th edition) and should not exceed 15 type written pages (excluding references, title page, and appendices). The search of the literature should include journal articles as well as pertinent book chapters and monographs. Emphasis should be given to the most recent (within the past 5 to 7 years) literature and studies. Of course, seminal pieces that fall outside of this time parameter should still be included. In addition to the formal paper, students will prepare an annotated bibliography for distribution to their classmates. Papers will be graded on both content and writing style: APA format will also be graded. The paper is worth a possible 100 points. An outline of the paper is provided below:

- I. Introduction/ Statement of the problem area. This should include criteria for determining specification of your problem area of interest. For example, “depression” can mean many things. You would need to clarify if, by “depression,” you meant Major Depressive Disorder, Dysthymic Disorder, etc. Also, set parameters (e.g. age, gender, etc.) on the problem you are assessing. For example, “This paper addresses adolescent females, ages 13 to 17, with a diagnosis of Major Depressive Disorder.”)
- II. Critical examination of assessment methods and instruments relevant to the particular problem area.
 - A. What are the preferred methods to assess this problems. If you were a social worker in the field, based on your review of the literature, how would be assess for the existence and severity of this problem in a client system.
 - B. Standardized measures, such as rating scales and self-report instruments, and semi-structured interviews.
 1. Description (e.g. This is a 25-item standardized self-report instrument, measured on a 5-point Likert scale, that measures level of depression).
 2. Summary of reliability (i.e. coefficients, standard error of measurement) and validity (i.e. construct, concurrent known-instruments, know-groups, factor analysis) characteristics of each available instrument.
 3. Discussion of clinical utility of assessment tools and how they are being used in assessment and treatment of clients. Identifying that a measurement tool possesses sound psychometric properties does not necessarily preclude its clinical

- utility. Describe which tool(s) you would use in the field and why.
- III. A review of the literature regarding the efficacy of treatment approaches with the problem area. The primary focus here should be on outcome studies. Discuss which approaches you prefer and why.
 - IV. An overview of any relevant contributions of diversity issues to the understanding of the assessment and treatment of the problem area.
 - V. Conclusions that summarize the knowledge discussed in the paper and point out criticisms in available assessment methods.

100 points maximum, paper

VI. COURSE GRADING CRITERIA

Examinations	200 points (2 @ 100 points each)
<u>Assessment Research Paper</u>	<u>100 points</u>
TOTAL	300 points

GRADING SCALE

A total of 300 points may be earned for the above assignments. Grades will be assigned as follows.

300-270 points	=	A
269-240 points	=	B
239-210 points	=	C
209-180 points	=	D
179 and below	=	F

Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B average.

IMPORTANT DATES

February 7	Assessment Paper Topic Due
March 7	Receive Take-home Portion of Exam I
March 14	Spring Break
March 21	Take-home Portion of Exam I Due
	In-class Portion of Exam I
April 18	Assessment Paper Due
April 25	Receive Take-home Portion of Exam II
May 2	Take-home Portion of Exam II due
	In-class Portion of Exam II
	Last Day of Class

VI. CLASS POLICIES

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Class attendance and participation is expected, as is handing in assignments on time. Students are also expected to complete assigned readings prior to each class. Except in case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must see the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date.
2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g. medical documentation) may receive one course grade lower than their final grade when points are totaled. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on attendance/participation.
3. Social work practitioners assume responsibility for themselves. Therefore, it is expected that the 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. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Students are encouraged to provide feedback during office hours and by appointment if they desire.
5. In compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act, the instructor will make herself available to discuss appropriate academic accommodations with students with a disability. Students with disabilities who need special accommodations should notify the instructor, prior to the end of the first week of class, by presenting a letter prepared by the Services for Students with Disabilities (SSD) Office. To ensure that the most appropriate accommodations can be provided, students should contact the SSD office at 471-6259 or 471-4641 TTY.
6. At times, the instructor may ask students for a copy of their papers to use as a sample paper for students in future classes. If asked, students have the right to decline without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample.

Course Schedule

Date	Description	Text/Readings
1/17/01	<p>Introductions and Class Overview</p> <p>Overview of Syllabus</p> <p>Introduction to Psychopathology & Clinical Assessment</p>	<p>DSM-IV-TR: pp. xv-xxv</p> <p>Durand and Barlow (1997), Clinical Assessment, diagnosis and research methods (CP)</p>
1/24/01	<p>DSM Multiaxial system</p> <p>Evaluating Assessment/ Diagnostic Systems</p> <p>Neurochemistry, Mental Disorders & Medications</p>	<p>DSM-IV-TR: pp. 25-35</p> <p>Buelow et al., Chapt 2</p> <p>Wylie (1995), Diagnosing for Dollars (CP)</p> <p>Canino & Spurlock (1994), Diagnostic Categories (CP)</p>
1/31/01	Brain Development and the Impact of Attachment and Trauma	Perry (1997), Incubated in Terror (CP)
2/7/01	<p>Disorders of Childhood and Adolescence: ADHD & Conduct Disorder</p> <p>Paper Topic Due</p>	DSM-IV-TR: pp. 78-121
2/14/01	<p>Disorders of Childhood and Adolescence: Infancy, Childhood & Adolescence</p> <p>Medications Used With Children</p>	DSM-IV-TR: 37-78
2/21/01	<p>Mental Status Examinations</p> <p>Delirium, Dementia, Amnesic, and other Cognitive Disorders</p> <p>Mental Conditions Due to GMC</p> <p>Other Conditions (V-Codes)</p>	<p>DSM-IV-TR: pp 123-163; 165-174; 680-687; 763-771</p> <p>Waldinger,(1990), The Mental Status Exam (CP)</p>
2/28/01	<p>Schizophrenia and Other Psychotic Disorders</p> <p>Antipsychotic Medications</p> <p>Paper preliminary bibliography due</p>	<p>DSM-IV-TR: pp. 273-315</p> <p>Buelow et al., Chapter 4: Psychosis and Antipsychotics</p>

3/7/01	Mood Disorders Suicidal Risk Antidepressant/Anti-manic Meds Exam I: Take-home portion given	DSM-IV-TR: pp. 317-391 Buelow et al., Chapter 2 Lukas (1993) How to determine whether a client might hurt herself
3/14/01	SPRING BREAK	
3/21/01	Anxiety Disorders Anxiolytic Medications Exam I: In-class portion Exam I: Take-home portion due	DSM-IV-TR: pp. 393-444 Buelow et al., Chapter 3: Anxiety and the Anxiolytics (pp. 79-93)
3/28/01	Posttraumatic Stress Disorder and Dissociative Disorders Paper Outline Due	DSM-IV-TR: pp. 424-429; 477-491 Van der Kolk (1994), The body keeps score (Handout)
4/4/01	Substance-related Disorders Defense Mechanisms	DSM-IV-TR: pp. 175-272; 755-757.
4/11/01	Eating Disorders	DSM-IV-TR: pp. 539-550.
4/18/01	Impulse-Control Disorders Personality disorders Paper Due	DSM-IV-TR: pp. 629-673; 609-620
4/25/01	Somatoform Disorders Factitious Disorders Sexual and Gender Identity Disorders Sleep Disorders Exam 2: Take-home portion given	DSM-IV-TR: pp. 445-469; 471-475; 493-538; 551-607) Buelow et al., Chapt 3, Sleep Disorders & the Hypnotics Buelow et al., Chapt 5, Pain & the Analgesics
5/2/01	Adjustment Disorders Exam II: In-class portion Exam II: Take-home portion due	DSM-IV-TR: pp. 623-627

Bibliography

Required Readings

Books:

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders, Fourth Edition Text Revision (DSM-IV-TR). Washington, D.C: Author.

Buelow, G. Hebert, S., & Buelow, S. (2000). Psychotherapist's resource on psychiatric medications: Issues of treatment and referral (2nd ed.). Belmont, CA: Brooks/Cole.

Required Coursepack:

Durand, V.M., & Barlow, D.H. (1997). Clinical assessment, diagnosis, and research methods. In Abnormal psychology: An introduction (pp. 69-93). Pacific Grove, CA: Brooks/Cole.

Wylie, M.S. (1995). Diagnosing for dollars: The power of DSM IV. Family Therapy Networker (pp. 23-33, 69-89) May/June.

Canino, I.A. & Spurlock, J. (1994). Diagnostic categories. In Culturally diverse children and adolescents: Assessment, diagnosis, and treatment (pp. 87-124). New York, NY: Guilford Press.

Perry, B. D. (1997). Incubated in terror: Neurodevelopmental factors in the "cycle of violence". In J.D. Csofsky (Ed.), Children in a Violent Society (pp. 124-145). New York, NY: Guilford Press.

Waldinger, R.J. (1990). The mental status exam. In Psychiatry for medical students (2nd ed.). Washington, D.C: American Psychiatric Press.

Lukas, S. (1993). How to determine whether a client might hurt herself. In Where to start and what to ask: An assessment handbook. New York: W.W. Norton & Co.

Suggested Readings

Abraham, S., & Lewellyn-Jones, D. (1992). Eating Disorders. New York: Oxford University Press.

Assad, G. (1995). Understanding mental disorders due to medical conditions or substance abuse: What every therapist should know. New York: Bruner/Mazel.

Aust, P.H. (1994). What the problem is not the problem: Understanding attention deficit disorder with and without hyperactivity. Child Welfare, 73, 215-227.

Barkley, R.A. (1998). Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment (2nd ed.). New York: Guilford.

Barlow, D.H., Brown, T.A., & Craske, M. G. (1994). Definitions of panic attacks and panic disorder in the DSM-IV: Implications for research. Journal of Abnormal Psychology, 103, 553-564.

Beitchman, J.H., Zucker, K.J., Hood, J.E., Granville, A.D., Akamm, D., & Cassavia, E. (1992). A review of the long-term effects of child sexual abuse. Child Abuse and Neglect, 16, 101-118.

Brent, D. A., Perper, J.A., Moritz, G., Liotus, L., Schweers, J., Canobbio, R. (1994). Major depression or uncomplicated bereavement? A follow-up of youth exposed to suicide. Journal of the American Academy of Child and Adolescent Psychiatry, 33(2), 231-239.

Brown, T.C., & Myers, W.C. (1995). Comorbidity among anxiety disorders: Implications for treatment and DSM-IV. Journal of Consulting and Clinical Psychology, 60, 835-844.

Burket, T.C. & Myers, W.C. (1995). Axis I and personality comorbidity in adolescents with conduct disorder. Bulletin of the American Academy of Psychiatry and the Law, 23, 73-82.

Dana, R. (1993). Multicultural assessment perspective for professional psychology. Boston, MA: Allyn & Bacon.

Dublin, W.R. & Weiss, K.J. (1991). Handbook of psychiatric emergencies. Springhouse, PA: Springhouse Corp.

DuPaul, G.J., & Stoner, G. (1998). Assessing ADHD in the schools. New York: Guilford.

Evans, K. & Sullivan, J.M. (1990). Dual diagnosis: Counseling the mentally ill substance abuser. New York: The Guilford Press.

Figley, C.R. (1989). Helping traumatized families. San Francisco, CA: Jossey-Bass.

Gaw, A.C. (1993). Culture, ethnicity, and mental illness. Washington, D.C.: American Psychiatric Press.

Gerstley, L.J., Alerman, A.I., McLellan, A.T., & Woody, G.E. (1990). Antisocial personality disorder in patients with substance abuse disorders: A problematic diagnosis. American Journal of Psychiatry, 147(2), 173-8.

Giancarlo, T.J. (1991). Multiple personality disorder: A challenge to practitioners. Families in Society, 95-102.

Giannini, A.J., & Slaby, A.E. (Eds). (1993). The eating disorders. New York: Springer.

Greenwald, R., & Rubin, A. (1999). Assessment of posttraumatic symptoms in children: Development and preliminary validation of parent and child scales. Research on Social Work Practice, 9(1), 61-75.

Gregg, D. (1994). Alzheimer's disease. Boston: Harvard Medical School Health Publications Group.

Holderness, C.C. Broosgunn, J., & Warren, M.P. (1994). Co-morbidity of eating disorders and substance abuse: A literature review. International Journal of Eating Disorders, 16, 1-34.

Jordan, C., & Franklin, C. (1995). Clinical assessment for social workers: Quantitative and qualitative methods. Chicago, IL: Lyceum Press.

Karls, J.M., & Wandrei, K.E. (1992). PIE: A new language for social work. SocialWork, 37(1), 80-85.

Kendall, P.C. & Dobson, K.S. (Eds). (1993). Psychotherapy and cognition. San Diego: Academic Press.

Kendall, P.C. (1991). Child and adolescent therapy: Cognitive-behavioral procedures. New York: Guilford Press.

Kirk, S.A. & Kutchins, H. (1988). Deliberate misdiagnosis in mental health practice. Social Service Review, 62(2), 225-237.

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Kluft, R.P. (1993). Dissociative disorders: A clinical review. Lutherville, MD: Sidran.

Koss, J.D. (1990). Somatization and somatic complaint syndromes among Hispanics: Overview and ethnopsychological perspectives. Transcultural Psychiatric Research Review, 27(1), 5-29.

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