

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

Course Number:	SW 393R1	Instructor:	M. Peterson Armour, Ph.D.
Unique Number:	64995	E-mail:	marmour@mail.utexas.edu
Semester:	Spring 2008	Phone:	471 3197
Meeting Time:	Wed. 5:30-8:30	Office Room:	3.122C
Meeting Place:	2.118	Office Hours:	Friday: 3:30-5:00

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. The framework of the course is based on social work values and the ethical decision making process, as illuminated in the NASW Code of Ethics. Students will learn models of assessment to evaluate human functioning throughout the life cycle. A bio-psycho-social-spiritual and cultural emphasis will be applied to the diagnostic categories within the DSM-IV-TR. Students will develop a working 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.

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 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 multiple 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, developmental level, 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.

III. TEACHING METHODS

The primary teaching methods will be lectures, discussion, and experiential exercises. Guest lecturers 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.

Optional Readings

Jordan, C. & Franklin, S. (2004). Clinical assessment for social workers: Quantitative and qualitative methods. Chicago, ILL: Lyceum.

Readings are available in the LRC. They are listed under "Armour" by title of the article. This course also has an active Blackboard page, where you may access the course syllabus, download articles, and find updated course information. Finally, readings are also available on electronic reserves. To access them, go to <http://www.utexas.edu/>. Click Libraries, click Library Services-Reserves, click Electronic Reserve, click Marilyn Armour on the drop-down menu under Instructor. The password for the class will be given at the first class. Check the Electronic Reserves frequently for important information about the class.

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. All papers should be typed and double-spaced and follow the APA format.

Formatting: Papers must be printed on white paper in black ink. Papers must be stapled. Each page must be numbered at the bottom. You must use 1.25” margins all around. Papers should be double spaced in Times New Roman or Times 12-point font. Failure to properly format your paper will result in a penalty of up to 10 points off your grade for a paper. Spelling and grammar errors will also result in a reduction of your grade. Do not rely on software to correct all your errors, as it will not catch them all.

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 1-2 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. Culture and Mental Illness

The Surgeon General released his report of Culture, Race, and Ethnicity: A Supplement to Mental Health in August, 2001. It can be found on the website: <http://download.ncadi.samhsa.gov/ken/pdf/SMA-01-3613/sma-01-3613A.pdf> Chapters 3 to 6 deal with different ethnic groups (Chapter 3--African American ; Chapter 4--American Indians and Alaskan Natives; Chapter 5-- Asian Americans and Pacific Islanders; Chapter 6-- Hispanic Americans). Each student is to select one of the groups and read the appropriate chapter. Students will find “fact sheets” on the 4 ethnic groups on Electronic Reserves or the LRC that will help in doing this assignment. Each student will select one additional article specific to the ethnic group selected from the bibliography at the end of the syllabus on Ethnicity and Mental Illness. Students will write a 5-7 page paper that summarizes and discusses the chapter and the selected article and includes the relevance of the findings to future clinical practice, i.e. how do the

findings in these materials make a difference to you as clinicians? Include a separate reference page with the selected article and the chapter from the Surgeon General's report.

10 points maximum

III. 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 (5th edition) and should not exceed 20 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 unless the problem area has a limited literature or most of the literature is limited to a particular time period. 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 and provide copies for distribution to their classmates on the day the paper is due. Papers will be graded on both content and writing style: APA format will also be graded. The paper is worth a possible 90 points. An outline of the paper is provided below. Several examples of excellent student papers are available on Electronic-Reserves.

- 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."). This section should also include general information about the disorder including incidence and prevalence of the problem area.
- II. Critical examination of assessment methods and instruments relevant to the particular problem area.*
 - A. What are the preferred methods to assess this problem. If you were a social worker in the field, based on your review of the literature, how would you 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, known-groups, factor analysis) characteristics of

- each available instrument including available psychometric properties.
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. Draw on your own values/ethics to 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. Diversity can include age, class, ethnicity, disability, family structure, gender, religion/spirituality, and/or sex/sexual orientation.
 - V. Conclusions that summarize the knowledge discussed in the paper and point out criticisms in available assessment methods.

* For this part of the assignment consult the following in the LRC and the website.

- 1) Corcoran, K. & Fischer, J. Measure for Clinical Practice, Vols, I & II: A Sourcebook. New York: Free Press.
- 2) Sajatovic, M. & Ramirex, L.F. (2001). Rating Scales in Mental Health. Hudson, Ohio: Lexi-Comp Inc.
- 3) Health and Psychosocial Instruments—Under Indexes in the UT Library <http://www.lib.utexas.edu/indexes/h.html>
- 4) PsycINFO, Medline -Under Indexes in the UT Library <http://www.lib.utexas.edu/indexes/p.html>
- 5) Jordan, C. & Franklin, C. (2003) Clinical Assessment for Social Workers. Chicago: Lyceum Books.

90 points maximum, paper

VI. COURSE GRADING CRITERIA

Examinations	200 points (2 @ 100 points each)
Culture & Mental Illness Paper	10 points
<u>Assessment Research Paper</u>	<u>90 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.

300-282 points	=	A	269-261 points	=	B +
281-270 points	=	A-	260-252 points	=	B

251-240 points = B-
 239-231 points = C+
 230-222 points = C
 221-210 points = C-
 209-201 points = D+
 200-192 points = D
 191-180 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 6	Report on Culture and Mental Illness
February 13	Paper Topic Due
February 27	Paper Preliminary Bibliography Due
March 5	Exam I: Take Home Portion Given
March 19	Exam I: In-Class Portion Exam I: Take Home Portion Due
March 26	Paper Outline Due
April 9	Paper Due
April 23	Exam II: Take Home Portion Given
April 30	Exam II: In-Class Portion Exam II: Take Home Portion Due

VII. CLASS POLICIES

1. As students enter the UT School of Social Work, they are simultaneously entering a profession that has a set of ethical responsibilities and values that all social workers must follow. Students are held to the NASW ethical mandates and UT SSW Standards for Social Work Education as outlined in the Student Handbook.
2. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. 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 contact the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date. Students are responsible for the material in the assigned readings whether or not the material is covered in class.
3. Students are permitted one excused absence. A student is considered absent if they arrive more than 15 minutes late to class, leave early or are do not come to class without medical documentation. Any other absences will result in a reduction by one letter grade. 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.

2. Students are expected to complete all assignments regardless of whether or not they earn an assigned grade. Students who do not complete all assignments will receive an incomplete at the end of the semester.
3. Students may not use laptop computers or other electronic equipment, e.g. cell phone, text messaging, in class. 'Ear buds' are also not allowed. Communication devices will be turned or placed in 'silent' mode while in class.
4. 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.
5. Social work practitioners are assertive and function as team members. Therefore, constructive 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. Students are also expected to provide the feedback in time for the instructor to make changes that will benefit them. If students have concerns about the instructor, the course, or the classroom environment, students are expected to communicate their concerns directly and constructively to the instructor first.
6. Students are expected to behave professionally in the classroom and to treat the instructor, their peers, and guests with respect. A student who behaves unprofessionally or disrespectfully will receive, verbally and in writing, a Level 1 review. The instructor will also take whatever action she deems necessary to advance the learning environment of that class period. The continuation of unprofessional or disrespectful behavior may result in permanent suspension from the class and/or a grade of F for the class. Some examples of unprofessional and disrespectful behavior include talking over others, whispering to others when the instructor or other students are speaking, or making derogatory gestures or comments. Some examples of overt acts include sneers, rolling of the eyes, excluding class members from team classroom tasks, etc.
7. Confidentiality. Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.
9. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. **Incorrect APA style will result a deduction of points on assignments.**
10. Special Accomodations for Students with a Disability. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.

11. 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.
12. This class may use Electronic Reserves and Eudora for exchanging e-mail, engaging in class discussions and chats and exchanging files. Also, the instructor may send e-mail to members of the class (as a group) about assignments or to answer questions. If a web site is used, your name will appear on an electric class roster. If e-mail is sent to you and other class members, your name and e-mail address will be known by other class members.
13. 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 the policies and practice related to agency and/or community safety. Student should also notify instructors regarding any safety concerns.

Course Schedule

Date	Description	Text/Readings
1/16/08	<p>Introductions and Class Overview</p> <p>Overview of Syllabus</p> <p>Introduction to Psychopathology & Clinical Assessment: A Public Health Model: Relationship to Social Work Values & Ethics</p> <p>DSM Multiaxial system</p>	<p>DSM-IV-TR: pp. xxiii-xxxvii pp. 1-12; : pp. 27-37</p> <p>Durand and Barlow (1997), Clinical Assessment, diagnosis and research methods (ER & LRC)</p>
1/23/08	<p>Brain Development and the Impact of Attachment and Trauma</p> <p>Neurochemistry, Mental Disorders & Medications</p>	<p>Buelow et al., Part 2</p> <p>Perry (1997), Incubated in Terror (ER & LRC)</p>
1/30/08	<p>Culture, Race, Ethnicity and Mental Illness—Policy Implications for Underserved Populations</p> <p>Video with Dr. King Davis and the Surgeon General’s Report</p>	<p>Canino & Spurlack (1994), Diagnostic Categories (ER & LRC)</p> <p>Surgeon General’s Report: Chapter 2 (ER & LRC)</p> <p>King, D. (2003), Policy Implications of Surgeon General’s Report</p>
2/06/08	<p>Disorders of Childhood and Adolescence: ADHD & Conduct Disorder</p> <p>Report on Culture and Mental Illness Due</p>	<p>DSM-IV-TR: pp. 85-134</p>
2/13/08	<p>Disorders of Childhood and Adolescence: Infancy, Childhood & Adolescence</p> <p>Medications Used With Children</p> <p>Paper Topic Due</p>	<p>DSM-IV-TR: 39-84</p>
2/20/08	<p>Mental Status Examinations</p> <p>Delirium, Dementia, Amnesic, and other Cognitive Disorders</p> <p>Mental Conditions Due to GMC Other Conditions (V-Codes)</p>	<p>DSM-IV-TR: pp 135-180; 181-190; 731-743</p> <p>Waldinger,(1990), The Mental Status Exam (ER & LRC)</p>
	<p>Schizophrenia and Other Psychotic</p>	<p>DSM-IV-TR: pp. 297-343</p>

2/27/08	Disorders Antipsychotic Medications Paper preliminary bibliography due	Buelow et al., Chapter 4: Psychosis and Antipsychotics
3/05/08	Mood Disorders Suicidal Risk Antidepressant/Anti-manic Meds Exam I: Take-home portion given	DSM-IV-TR: pp. 345-428 Buelow et al., Chapter 2 Lukas (1993) How to determine whether a client might hurt herself
	SPRING BREAK	
3/19/08	Anxiety Disorders Anxiolytic Medications Exam I: In-class portion Exam I: Take-home portion due	DSM-IV-TR: pp. 429-484 Buelow et al., Chapter 3: Anxiety and the Anxiolytics (pp. 79-93)
3/26/08	Posttraumatic Stress Disorder Dissociative Disorders Impulse Disorders Adjustment Disorders Paper Outline Due	DSM-IV-TR: pp. 519-533, 663-677, 679-683. Van der Kolk (1994), The body keeps score (Handout)
4/02/08	Substance-related Disorders: <u>Focus on Elderly</u> Eating Disorders & Gender Issues	DSM-IV-TR: pp. 191-295; 811-813; 583-595 Vinton & Wambach: Alcohol & Drug Use among Elderly People Alvarez & Ruiz: Substance Abuse in the Mexican American Population
4/09/08	Personality Disorders & Gender Issues Paper Due	DSM-IV-TR: pp. 663-677; 685-729; 679-685
4/16/08	Personality Disorders cont.	
4/23/08	Somatoform Disorders Factitious Disorders Sexual and Gender Identity Disorders Sleep Disorders	DSM-IV-TR: pp. 485-513; 4513-519; 535-583; 597-661 Buelow et al., Chapt 3, Sleep Disorders & the Hypnotics Buelow et al., Chapt 5, Pain & the Analgesics

.	Exam 2: Take-home portion given	
4/30/08	Exam II: In-class portion Exam II: Take-home portion due	

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.

Optional:

Jordan, C. & Franklin, S. (2004). Clinical assessment for social workers: Quantitative and qualitative methods. Chicago, ILL: Lyceum.

Required Coursepack (Available through E-Reserves and in the LRC):

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.

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.

U.S.Department of Health and Human Services.(2001). Culture Counts: The Influence of Culture and Society on Mental Health. In Mental Health:Culture,Race, and Ethnicity —A Supplement to Mental Health:A Report of the Surgeon General.Rockville,MD:U.S.Department of Health and Human Services,Substance Abuse and Mental Health Services Administration,Center for Mental Health Services.
<http://www.mentalhealth.samhsa.gov/media/ken/pdf/SMA-01-3613/sma-01-3613A.pdf>.

King, D. (2003). Policy Implications of Surgeon General’s Report on Mental Health, Race, Culture and Ethnicity. In T.B. Bent-Goodley (Ed.), African American Social Workers and Social Policy, Haworth 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.

Vinton, L. & Wambach, K.G. (2005). Alcohol and drug use among elderly people. In C.A. McNeece & D.M. DiNitto (Eds.), Chemical Dependency: A systems approach (pp. 484-502). Boston, MA: Pearson.

Alvarez, L.R. & Ruiz, P. (2001). Substance abuse in the Mexican American Population. In S.L.A. Straussner (Ed.), Ethnocultural Factors in Substance Abuse Treatment, (pp. 111-136). New York: Guilford Press.

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.

Cuellar, I. & Paniagua, F.A. (2000). Handbook of multicultural mental health. San Diego CA: Academic Press.

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

Diala, C., Muntaner, C., Walrath, C., Nickerson, K.J., LaVeist, T.A., & Leaf, P.J. (1999). Racial differences in attitudes toward professional mental health care and in the use of services. American Journal of Orthopsychiatry 70(4): 455-464.

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.

Harris, M.L. (1998). Curanderismo and the DSM-IV: Diagnostic and treatment implications for the Mexican American client. JSRI Occasional Paper #45, The Julian Samora Research Institute, East Lansing, MI: Michigan State University.

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

Johnson, E.D. (2000). Differences among families coping with serious mental illness: A qualitative analysis. American Journal of Orthopsychiatry 70(1): 126-134

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.

Kirk, S.A., Siporin, M., & Kutchins, H. (1989). The prognosis for social work diagnosis. Social Casework, 70, 295-304.

Kirmayer, L., & J; Groleau, D. (2001). Affective disorders in cultural context. Psychiatric Clinics of North America.24(3) Sep 2001, 465-478.

Kirmayer, L.J. & Young, A. (1999). Culture and context in the evolutionary concept of mental disorder. Journal of Abnormal Psychology 108:446-452.

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.

L'Abate, L., Farrar, J.E., & Serritella, D.A. (Eds). (1992). Handbook of differential treatments for addictions. Boston, MA: Allyn & Bacon.

Lahey, B.B., Loeber, R., Quay, H.C., Frick, P.J., & Grimm, J. (1992). Oppositional defiant and conduct disorders: Issues to be resolved in DSM-IV. Journal of the American Academy of Child and Adolescent Psychiatry, 31, 539-546.

Last, C.G. (Ed). (1993). Anxiety across the lifespan: A developmental perspective. New York: Springer Publishing.

Lefley, H.P., & Wasow, M. (1994). Helping families cope with mental illness. Chur, Switzerland: Harwood Academic Publishers.

March, J.S., & Mulie, K. (1998). OCD in children and adolescents: A cognitive-behavioral treatment manual. New York: Guilford.

Mash, E., & Terdal, L.G. (Eds). (1997). Assessment of childhood disorders (3rd ed.). New York: Guilford Press.

Meyer, C.H. (1993). Assessment in social work practice. New York: Columbia University Press.

Mezzich, J.E., Kirmayer, L.J., Kleinman, A., Fabrega, Jr., H., Parron, D.L., Good, B.J., Kin, M.K., & Manson, S.M., (1999). The place of culture in DSM-IV. Journal of Nervous Mental Disorders 187: 457-464.

Nathan, P.E. & Gorman, J.M. (Eds). (1998). A guide to treatments that work. New York: Oxford University Press.

Neal, A.M., & Brown, B.J. (1994). Fears and anxiety disorders in African American children. In S. Friedman (Ed.), Anxiety disorders in African Americans. New York: Springer.

Nuttall, E.V., Romero, I., & Kalesnik, J. (Eds.) (1999). Assessing and screening preschoolers: Psychological and educational dimensions (2nd ed.). Boston, MA: Allyn & Bacon.

Office of the Surgeon General (2001). Inclusion of minorities in controlled clinical trials used to develop professional treatment guidelines for major mental disorders. U.S. Department of Health and Human Services. *Retrieved 11/25/01*
http://www.mentalhealth.org/cre/appendix_a.asp.

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