

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

<b>Course Number:</b>	SW 390R21	<b>Instructor's Name:</b>	Cynthia Franklin, LMSW-ACP, Ph.D., LMFT
<b>Unique Number:</b>	54890	<b>Office Number:</b>	SSW 3.130C
<b>Semester:</b>	Summer 95	<b>Office Phone:</b>	471-0533
<b>Meeting Time/Place:</b>	SSW 2.118 M/W 8:30-11:00	<b>Office Hours:</b>	M/W 11:00-12:00

**PSYCHOPATHOLOGY AND ASSESSMENT MODELS**

I. Standardized Course Description

The course is a seminar in psychopathology and clinical assessment with children, adolescents, adults and families. Students will learn models of assessment to evaluate human functioning throughout the lifecycle, with emphasis on vulnerable and diverse populations. Major nosological systems such as the Diagnostic and Statistical Manual of Mental Disorders (DSM IV), International Classification of Diseases (ICD 9) and other schemas for assessing and understanding human behavior will be covered.

This is a required course for students in the Children and Family Services Concentration. It is a specialized course that builds on the human behavior sequence.

II. Standardized Course Objectives

1. Apply major psychopathological classificatory schemes from the DSM IV and ICD 9 to assess children and adults.
2. Apply multiple methods for assessments including those developed through other classificatory schemes, standardized measures, and qualitative typologies.
3. Demonstrate understanding of the relationship between assessment and intervention and demonstrate competency in assessing vulnerable children, adolescents, adults and their family systems.
4. Demonstrate 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 and apply different 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 values system, and d) the policy implications involved in assessment and delivery of services.

### III. Teaching Methods

This class provides opportunities for both theory and skill development. Various models and theories will be presented through a combination of lectures, demonstrations of the practice interventions in each model, and discussions about skills.

### IV. Required and Recommended Texts and Materials

#### Required

American Psychiatric Association ( 1994). Diagnostic and Statistical Manual for Mental Disorders, IV (DSM IV) Washington DC: Psychiatric Press.

Barlow, D.H., & Durand, M.V. ( 1995). Abnormal Psychology: An Integrative Approach. Pacific Grove, CA: Brooks Cole.

Jordan, C. & Franklin, C. ( 1995). Clinical Assessment for Social Workers: Quantitative and Qualitative Methods. Chicago: Lyceum Press.

Othmer, E. & Othmer, S.C. ( 1994). The Clinical Interview Using DSM IV: Volume I, Fundamentals. Washington, D.C.: Psychiatric Press.

#### Recommended

Dana, R. ( 1993). Multicultural Assessment Perspectives for Professional Psychology. Boston: Allyn & Bacon.

### V. Course Requirements

This is a fun but challenging class. Students are expected to attend class sessions regularly and to participate in an interactive learning framework between collegiate students and professor. Students are expected to make a serious attempt to complete the suggested readings, and should be well prepared to participate in discussions, and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be strongly considered in assigning the final grade.

Students are expected to turn in all required assignments on the agreed upon due date. If the due date is a problem for you, see the professor and negotiate another due date.

Students are expected to both learn and demonstrate knowledge of DSM IV and other clinical assessment systems and methods. This requires a search of the literature in a defined area in order to develop specialized knowledge concerning assessing a specific diagnostic category or defined problem area. In addition, students will demonstrate that they can conceptualize diagnostic criteria, and appropriately perform diagnosis in formulating case assessments.

Students are expected to cooperate with their colleagues and give constructive feedback to help them improve their knowledge of clinical assessment. This means students must treat each other with respect and be invested in the learning process (both theirs and others), and be willing to work with others in an egalitarian and collegiate manner.

#### **ASSIGNMENTS:**

1. **Diagnostic Case Assessments.** Students will be divided into treatment teams in order to carry out five case assessments. Five brief case vignettes are provided by the instructor. Students have one week to agree on a diagnosis (all five axes of the DSM IV) and to summarize the most pertinent biological, psychological, social systems and environmental issues impacting the case. Diagnosis (all five axes of the DSM IV) and case summary is provided back to the instructor in a one-page synopsis for each case.

2. **Problem Area Assessment Methods Research Paper.** Each student is to select a problem area of interest (i.e. ADHD, Conduct Disorder, Child sexual Abuse, Inhalant abuse, etc....) and conduct a scholarly literature review of this area in order to become an expert on that topic. A typed, well-written, 15-25 page paper is to be submitted as a final grade. An outline for the paper is presented below. It is recommended that students start on this assignment right away because the professor expects a thorough search of the literature in social work, psychology, and psychiatry in order to demonstrate that one has mastered the up-to-date, and current knowledge and methods concerning assessment of the problem area. A search of the literature should include journal articles as well as pertinent book chapters or monographs. Emphasis should be given to the most recent (within the past 5-7 years) literature and studies. While no specific number of articles are suggested as necessary for writing the paper. It is assumed that most papers will have a lengthy bibliography to demonstrate one's mastery of the assessment methods under study. It is recommended that students set up the paper, using both headings and subheadings in their presentation, following the proposed outline below.

### **PROBLEM AREA ASSESSMENT METHODS RESEARCH PAPER**

#### **OUTLINE**

- I. **Abstract.**
- II. **Definition,** including criteria for determining the existence of the problem. Include summary of issues concerning major disagreements or controversies concerning the

existence of, or diagnosis of the problem, including, issues of validity and reliability in its diagnosis. **Also, consider and ethnic and gender critiques concerning the social construction of the problem area.**

III. Brief history and prevalence of the problem. Include data from epidemiological studies.

IV. Assessment methods and tools available to assess and diagnose the problem.

a. **Standardized measures:** Rating scales and self report instruments.

1. Description ( i.e., This is a 33 item standardized self-report instrument measuring ...).

2. Summary of validity ( i.e. factor analytic studies) and reliability ( include coefficients) of available assessment measures.

3. Discussion of clinical utility of assessment tools and how they are being used in assessment and treatment of clients.

**4. Report a brief review of the populations (Norm groups) the measure is standardized on.**

**5. Include a section on uses of measures with vulnerable and diverse populations. Examples include people of color, and those of low socioeconomic standing. Indicate if it is a good measure for use with those populations and why or why not.**

6 Include an example of at least one assessment and measure as a table or appendix.

b. **Qualitative schemas**, categories, or other methods that are frequently used by clinicians to understand and assess the problem ( i.e. pedophiles verses regressed offenders, power rapists verses sadistic rapists etc...). Summarize available evidence or lack thereof for these schemas. **How might these schemas be biased against, women, ethnic groups, and those of low socioeconomic classes?**

c. **Medical tests** ( i.e. MRI) or other scientific means to ascertain the existence of the problem. Summarize how the method is being used in clinical practice.

d. **Other methods** found in the literature that has special significance for the assessment of this problem area.

V. **Conclusion** that summarizes the knowledge discussed in the paper and points out criticisms in available assessment methods. Also, includes directions for future research and assessment in this area.

**COURSE GRADING CRITERIA:**

Diagnostic Case Assessments	40%		90 - 100 points = A
<u>Problem Area Assessment Methods Paper</u>	<u>60%</u>		80 - 89 points = B
			70 - 79 points = C
Total	100		60 - 69 points = D
			Below 60 points = F

Grading Scale: (Grades are rounded up to the next number at .5). Grading of all written assignments will take into account the quality of the writing as well as the content. The APA format should be followed. Written material should be carefully proof-read and corrected for errors in punctuation, typographical errors, and spelling errors. Good writing requires a reiterative process that must be followed if quality is to improve. It is a good idea to read your paper several times and if possible have someone else read it.

**ASSIGNMENT DUE DATES:**

Diagnostic Case Vignettes due	July 24
Assessment Research Paper due	July 31

VI. Class Policies

No late assignments will be accepted, except in extreme emergencies and then only with permission of the instructor. All late assignments will be assessed point penalties at a rate of 5 points a day. If you are in an emergency situation contact your instructor and receive a new due date. Academic dishonesty will be dealt with in accordance with the policies of the University.

VII. Course Schedule

Date	Description	Text / Readings
June 7	<b>CLASS OVERVIEW: AN INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL ASSESSMENT: LECTURE AND DISCUSSION. READ THE SYLLABUS.</b>	<p><b>Readings:</b> APA, DSM IV. Introduction; Barlow &amp; Durand, Chapter 1, Past and future conceptions of abnormal behavior; Jordan &amp; Franklin, Chapter 1, An integrative skills assessment approach, and 2, Assessment Models. Recommended: Kirk, Siporin, Kutchins " The prognosis for social work diagnosis."</p> <p>Kutchins, &amp; Kirk" The reliability of the DSM III: A critical review."</p>
June 12	<b>DSM IV AND OTHER DIAGNOSTIC SYSTEMS: LECTURE AND DISCUSSION.</b>	<p><b>Readings:</b> APA, DSM IV, Multiaxial system; Barlow &amp; Durand, Chapters 2, A multidimensional integrative approach to psychopathology, and 3 Clinical assessment and diagnosis; Jordan &amp; Franklin, Chapters 3, Quantitative Clinical Assessment Methods, 4, Standardized assessment measures and computer assisted assessment technologies &amp; 5, Qualitative Assessment Methods. <b>Recommended:</b> Othmer &amp; Othmer, Chapter 1 and Dana, Multicultural Assessment, Chapters 1 &amp; 2.</p>
June 14	<b>USING ASSESSMENT MEASURES ASSESSING CHILDREN , ADOLESCENTS, FAMILY AND SOCIAL SYSTEMS: LECTURE AND DEMONSTRATION.</b>	<p><b>READINGS:</b> Jordan &amp; Franklin, Chapters, 6, Children and adolescents, and 8, Family Systems.</p> <p>Goldman, Skodol &amp; Lave,"Revising Axis 5 for DSM IV: A review of measures of social functioning"</p>

June 19	<p><b>ASSESSING CHILDREN , ADOLESCENTS, FAMILY AND SOCIAL SYSTEMS: LECTURE AND DEMONSTRATION.</b></p>	<p><b>READINGS:</b> Chapter 9, Multiproblem families. Streeter &amp; Franklin "Defining and measuring social support: A guide for practitioners" Winemiller, Mitchell, Sutliff, &amp; Cline "Measurement strategies in social support: A descriptive review of the literature"</p>
June 21	<p><b>ASSESSING MOOD DISORDERS: MAJOR DEPRESSIVE DISORDER: LECTURE AND DEMONSTRATION</b></p>	<p><b>READINGS:</b> APA, DSM IV, Mood disorders; Barlow &amp; Durand, Chapter 7, Mood disorders; Recommended: Othmer &amp; Othmer, Chapter 2. <b>Recommended:</b> Kaplan &amp; Williams "Is the diagnostic system biased against women? Pro and Con." Neff &amp; "Race/ethnicity, acculturation, and psychological distress: Fatalism and religiosity as cultural resources"</p>

June 26	<b>ASSESSING MOOD DISORDERS: BIPOLAR DISORDERS: LECTURE AND DEMONSTRATION</b>	<b>READINGS:</b> Blacker & Ming "Contested boundaries of bi-polar disorder and limits of categorical diagnosis in psychiatry" Dilsaver "Bipolar disorder, AFP" Ellicott, Hammen, Gitlin, Brown & Jamison "Life events and the course of Bipolar disorder." Tomasson, Kuperman "Case study: Bipolar disorder in a prepubescent child" Winokur, Coryell, Endicott, Hagop "Further distinctions between Manic-Depressive(bi-polar disorder) and primary depressive disorder (unipolar depression)" APA (1994). DSM IV, Appendix I: Outline for cultural formulation and glossary of cultural bound syndromes.
June 28	<b>ASSESSING ANXIETY DISORDERS: LECTURE AND DEMONSTRATION</b>	<b>READINGS:</b> APA, DSM IV, Anxiety Disorders; Barlow & Durand, Anxiety Disorders Van Ellen & vanKammen, "The biological findings in post-traumatic stress disorders" <b>Recommended:</b> Othmer & Othmer, Chapter 3, and Dana, Multicultural Assessment, Chapters 4 and 5.
July 3	<b>INDEPENDENT STUDY - USE THIS TIME TO CATCH UP ON READING AND GO TO THE LIBRARY</b>	

July 5                   **ASSESSING ANXIETY DISORDERS:  
LECTURE AND DEMONSTRATION**

**READINGS:** Barlow,  
Brown & Craske  
"Definitions of panic  
attacks and panic disorder  
in the DSM IV:  
Implications for research."  
Brown & Barlow  
"Comorbidity among  
anxiety disorders:  
Implications for treatment  
and DSM IV"  
McNally "Psychological  
approaches to panic  
disorder: A review."  
**Recommended:** Finish  
Dana, Multicultural  
Assessment.

July 10                   **ASSESSING PSYCHOTIC DISORDERS:  
LECTURE AND DEMONSTRATION**

**READINGS:** APA, DSM  
IV: Schizophrenia and  
other psychotic Disorders;  
Barlow & Durand,  
Schizophrenia and other  
psychotic Disorders;  
Othmer & Othmer,  
Chapters 4, and 5 and 6.  
Taylor "Are schizophrenia and  
affective disorder related?  
A selective literature  
review"  
Tsuang & Coryell " A 8 year  
follow-up of patients with  
DSM III-R psychotic  
depression, schizoaffective  
disorder, and  
schizophrenia"  
Szasz & Ausubel, D " Is  
mental illness a myth? Pro  
and Con."

July 12

**ASSESSING SUBSTANCE RELATED  
AND EATING DISORDERS:  
LECTURE AND DEMONSTRATION.**

**READINGS:** APA, DSM  
IV, Substance related  
disorders and eating  
disorders; Barlow &  
Durand, Chapter 8, Eating  
Disorders and Chapter 12,  
Substance related  
disorders; Othmer &  
Othmer, Chapter 8;  
Gerstley, Alterman, McLellan  
& Woody, G.E "Antisocial  
personality disorder in  
patients with substance  
abuse disorders: A  
problematic diagnosis."  
Holderness, Brooksgunn &  
Warren "Co-morbidity of  
eating disorders and  
substance abuse: A  
literature review"

July 17

**ASSESSING PERSONALITY DISORDERS  
AND DISSOCIATIVE DISORDERS:  
LECTURE AND DEMONSTRATION.**

**RECEIVE FIVE DIAGNOSTIC CASE  
VIGNETTES TO BE COMPLETED  
IN ONE WEEK!**

**READINGS:** APA, DSM  
IV, Personality disorders  
and dissociative disorders;  
Alden & Capreol "Avoidant  
personality disorder:  
Interpersonal problems as  
predictors of treatment  
response"  
Akhtar "Paranoid personality  
disorder: A synthesis of  
developmental, dynamic,  
and descriptive features."  
Barlow & Durand, Chapters,  
6, Somatoform and  
dissociative disorders, and  
13, personality disorders.  
Giancarlo "Multiple Personality  
disorder: A challenge to  
practitioners"  
Nehls & Diamond "Developing  
a systems approach to  
caring for persons with  
borderline personality  
disorder"  
Ronningstam & Gunderson  
"Identifying criteria for  
narcissistic personality  
disorder"  
Ogata, Silk, Goodrich, Lohr,  
Westen, Hill "Childhood  
sexual and physical abuse  
in adult patients with  
borderline personality  
disorder"  
Zanaeini, "Discriminating  
borderline personality  
disorder from other axis II  
disorders"  
**Recommended:** Gynther,  
"MMPI comparisons of  
blacks and whites: A  
review and commentary"  
Landrine "The politics of  
personality disorder"  
Othmer & Othmer, Chapter 9

July 19

**MAJOR DSM IV ASSESSMENT  
CLASSIFICATIONS**

**ASSESSING CHILD AND ADOLESCENT  
DISORDERS LECTURE AND  
DEMONSTRATION**

**Readings:** APA, DSM IV,  
Disorders Usually First  
Diagnosed in Infancy,  
Childhood, or  
Adolescence, Barlow &  
Durand, chapters, 15,  
Mental retardation and  
cognitive disorders, & 16,  
Developmental disorders:  
Social, motor, and speech  
and language impairments.

Cantwell & Baker "Attention  
Deficit Disorder with and  
without hyperactivity: A  
review and comparison of  
matched groups."

Pliszka" Attention-deficit  
hyperactivity disorder: A  
clinical review."

**Recommended:** Dana,  
Multicultural Assessment,  
Chapter 3.

Scarr" Developmental Theories  
for the 1990's:  
Development and  
individual differences."

Scarr" Biological and cultural  
diversity: The legacy of  
Darwin for development."

July 24	<p><b>ASSESSING CHILD AND ADOLESCENT DISORDERS: LECTURE AND DEMONSTRATION</b></p> <p><b>TURN IN DIAGNOSTIC CASE VIGNETTES</b></p>	<p><b>Readings:</b> Beitchman, Zucker, Hood, Granville, Akamn &amp; Cassavia "A review of the long-term effects of child sexual abuse"</p> <p>Dodge "Social cognitive mechanisms in the development of conduct disorder and depression."</p> <p>Frick, Lahey, Loeber, Stouthamer-Loeber, Christ &amp; Hanson "Familial risk factors to oppositional defiant disorder and conduct disorder: Parental psychopathology and maternal bonding."</p> <p>Lahey, Loeber, Quay, Frick, &amp; Grimm "Oppositional defiant and conduct disorders: Issues to be resolved in DSM IV"</p> <p>Kendall-Tackett, Williams &amp; Finkelhor " Impact of sexual abuse on children: A review and synthesis of recent empirical studies."</p> <p>Spaccarelli "Stress, appraisal, and coping in child sexual abuse: A theoretical and empirical review"</p> <p><b>Recommended:</b> Atkins, Casas &amp; Abreu "Mexican American acculturation, counselor ethnicity, and cultural sensitivity, and perceived counselor competence."</p>
July 26	<p><b>ASSESSING PERSONALITY AND OTHER PSYCHIATRIC DISORDERS IN ADULTS AND CHILDREN: LECTURE AND DEMONSTRATION.</b></p>	<p><b>READINGS:</b> Jordan &amp; Franklin, chapter 7, Adults, 10, Linking assessment and intervention</p>
July 31	<p>Class Evaluation and Wrap Up.</p> <p><b>PROBLEM AREA ASSESSMENT RESEARCH PAPER DUE!!!</b></p>	

## VIII. Bibliography

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Blacker, D. & Ming, T.T. (1992). Contested boundaries of bi-polar disorder and limits of categorical diagnosis in psychiatry. American Journal of Psychiatry, 149:11, 1473-1483.

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