

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

Course Number:	SW 390R21	Instructor's Name:	Cynthia Franklin, LMSW-ACP, Ph.D., LMFT
Unique Number:	54890	Office Number:	SSW 3.130C
Semester:	Spring 95	Office Phone:	471-0533
Meeting Time/Place:	Thurs. 1 - 4 pm	Office Hours:	Thurs. 11-12 or by appt.

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	April 13
Assessment Research Paper due	May 4

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
Jan 19	CLASS OVERVIEW: AN INTRODUCTION TO PSYCHOPATHOLOGY AND CLINICAL ASSESSMENT: LECTURE AND DISCUSSION. READ THE SYLLABUS.	<p>Readings: APA, DSM IV. Introduction; Barlow & Durand, Chapter 1, Past and future conceptions of abnormal behavior; Jordan & 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, & Kirk" The reliability of the DSM III: A critical review."</p>
Jan. 26	DSM IV AND OTHER DIAGNOSTIC SYSTEMS: LECTURE AND DISCUSSION.	<p>Readings: APA, DSM IV, Multiaxial system; Barlow & Durand, Chapters 2, A multidimensional integrative approach to psychopathology, and 3 Clinical assessment and diagnosis; Jordan & Franklin, Chapters 3, Quantitative Clinical Assessment Methods, 4, Standardized assessment measures and computer assisted assessment technologies & 5, Qualitative Assessment Methods. Recommended: Othmer & Othmer, Chapter 1 and Dana, Multicultural Assessment, Chapters 1 & 2.</p>

Feb. 2

**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."

Feb. 9

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

Readings: Beitchman,
Zucker, Hood, Granville,
Akam & Cassavia "A
review of the long-term
effects of child sexual
abuse"

Dodge "Social cognitive
mechanisms in the
development of conduct
disorder and depression."

Frick, Lahey, Loeber,
Stouthamer-Loeber, Christ
& Hanson "Familial risk
factors to oppositional
defiant disorder and
conduct disorder: Parental
psychopathology and
maternal bonding."

Lahey, Loeber, Quay, Frick,
& Grimm "Oppositional
defiant and conduct
disorders: Issues to be
resolved in DSM IV"

Kendall-Tackett, Williams &
Finkelhor " Impact of
sexual abuse on children:
A review and synthesis of
recent empirical studies."

Spaccarelli "Stress, appraisal,
and coping in child sexual
abuse: A theoretical and
empirical review"

Recommended: Atkins,
Casas & Abreu "Mexican
American acculturation,
counselor ethnicity, and
cultural sensitivity, and
perceived counselor
competence."

READINGS: APA, DSM
IV, Mood disorders;
Barlow & Durand, Chapter
7, Mood disorders;
Recommended: Othmer &
Othmer, Chapter 2.

Recommended: Kaplan &
Williams "Is the diagnostic
system biased against
women? Pro and Con."

Neff & "Race/ethnicity,
acculturation, and
psychological distress:
Fatalism and religiosity as
cultural resources"

Feb. 16

**ASSESSING MOOD DISORDERS:
MAJOR DEPRESSIVE DISORDER:
LECTURE AND DEMONSTRATION**

Feb. 23 **ASSESSING MOOD DISORDERS:
BIPOLAR DISORDERS: LECTURE
AND DEMONSTRATION**

READINGS: 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.

Mar. 2 **ASSESSING ANXIETY DISORDERS:
LECTURE AND DEMONSTRATION**

READINGS: APA, DSM IV, Anxiety Disorders; Barlow & Durand, Anxiety Disorders
Van Ellen & vanKammen, "The biological findings in post-traumatic stress disorders"
Recommended: Othmer & Othmer, Chapter 3, and Dana, Multicultural Assessment, Chapters 4 and 5.

Mar. 9	ASSESSING ANXIETY DISORDERS: LECTURE AND DEMONSTRATION	<p>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.</p>
Mar. 16	SPRING BREAK	
Mar. 23	ASSESSING PSYCHOTIC DISORDERS: LECTURE AND DEMONSTRATION	<p>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."</p>

Mar. 30

**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"

Apr. 6

**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

Apr. 13	<p style="text-align: center;">USING ASSESSMENT MEASURES</p> <p>ASSESSING CHILDREN , ADOLESCENTS, FAMILY AND SOCIAL SYSTEMS: LECTURE AND DEMONSTRATION.</p> <p>TURN IN DIAGNOSTIC CASE VIGNETTES</p>	<p>READINGS: Jordan & Franklin, Chapters, 6, Children and adolescents, and 8, Family Systems. Goldman, Skodol & Lave, "Revising Axis 5 for DSM IV: A review of measures of social functioning"</p>
Apr.20	<p>ASSESSING CHILDREN , ADOLESCENTS, FAMILY AND SOCIAL SYSTEMS: LECTURE AND DEMONSTRATION.</p>	<p>READINGS: Chapter 9, Multiproblem families. Streeter & Franklin "Defining and measuring social support: A guide for practitioners" Winemiller, Mitchell, Sutliff, & Cline "Measurement strategies in social support: A descriptive review of the literature"</p>
Apr. 27	<p>ASSESSING PERSONALITY AND OTHER PSYCHIATRIC DISORDERS IN ADULTS AND CHILDREN: LECTURE AND DEMONSTRATION.</p>	<p>READINGS: Jordan & Franklin, chapter 7, Adults, 10, Linking assessment and intervention</p>
May 4	<p>Class Evaluation and Wrap Up.</p> <p>PROBLEM AREA ASSESSMENT RESEARCH PAPER DUE!!!</p>	

VIII. Bibliography

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