

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

Course Number:	SW 393R1	Instructor's name:	Cynthia Franklin, PhD, LCSW, LMFT TA: Kristy Lagana- Riordan clagana@mail.utexas.edu
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Unique Number: 64980		Office Number:	SSW 3.106C
Semester:	Spring, 2008	Office Phone:	471-0533, 413-1946
Meeting Time/Place:	Tuesday 11:30-2:30 SSW 2.132	Office Hours:	Tuesday 10:30-11:30 or by appointment.

**CLINICAL ASSESSMENT AND DIFFERENTIAL
DIAGNOSIS**

I. Standardized 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 lifecycle, 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. Standardized Course Objectives

By the end of the semester, students should 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 group exercises. Guest lecturers, group presentations, and audio-visual presentations will also be utilized.

IV. **Required Texts and Materials**

American Psychiatric Association (APA). (2000). *Diagnostic and statistical manual of mental disorders* (4th Edition, Text Revision). Washington, DC: Author.

Corcoran, J. & Walsh, J. (2006). *Clinical Assessment and diagnosis in social work practice*. New York: Oxford University Press.

Jordan, C. & Franklin, C. (2003). *Clinical assessment for social workers, second edition*. Chicago: Lyceum Press

Physicians Desk Reference Drug Guide for Mental Health Professionals, Third Edition Montvale, New Jersey, Thompson Health Care Inc.

Recommended Not Required (for your Library). Purchase Optional.

Fischer, J. & Corcoran, K. (2007). *Measures for Clinical Practice and Research: Couples, families, and Children: A sourcebook, Vol. 1*. Oxford University Press.

Fischer, J. & Corcoran, K. (2007). *Measures for Clinical Practice and Research: Adults: A sourcebook, Vol. 2*. Oxford University Press.

Required Online Readings:

Additional Required Readings are available on Blackboard under “Documents”. This syllabus and Dr. Franklin’s vitae is available under “Documents” as well. Check the External Links for helpful Practice Guidelines.

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.

Examinations

Two diagnostic case assessment exams will be given during the course of the semester (see course schedule for dates). The first exam will be take-home and the second will be in-class. Both exams will consist of making an accurate diagnosis of case vignettes and discussion of other differential diagnosis that are to be ruled out in the making of the diagnosis. Students will also be expected to list the strengths of the client and appropriate psychiatric medications that may be used to treat the diagnoses. Suggested Psychosocial Treatments will be listed. Students will be allowed to use the DSM IV-TR during the exam but no other notes or aides may be used. The first take home exam will have five cases and the in-class exam will have three cases. Both exams are short answer and test your knowledge of the DSM-TR and psychopharmacology, and Intervention class readings.

Assessment Notebook Research Paper. Each student is to select a problem area of interest from the DSM (i.e. ADHD, Conduct Disorder, Borderline Personality Disorder, etc.) and conduct a scholarly study of this area in order to become an expert on what is the best way to assess this area. A typed, well organized, 15-20 page notebook of assessment methods is to be submitted as a final grade. An outline for the notebook 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 assessment

methods. 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 or resources is suggested as necessary for developing an assessment notebook, an adequate reference list should be provided for the assessment resources obtained. 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 notebook using both headings and subheadings (i.e. interview methods, standardized measures, tasks etc.). See the Jordan and Franklin and Corcoran and Walsh books, for examples of assessment methods. **This assignment helps each student gain experience in applying the evidenced-based practice process and learning about the best assessment methods for a particular problem area.**

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.

Follow the outline below in developing your assessment notebook.

Assessment Notebook Research Paper

OUTLINE

- I. Abstract.**
- II. Brief history and prevalence of the problem. Include data from epidemiological studies.**
- III. Assessment methods and tools available to assess and diagnose the problem.**
 - a. Interview outline and key questions to ask.
 - b. 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. You should also fill out one for practice or use an example of one that is completed.
 - c. **Clinical Understandings and Schemas**, categories, or other methods that are frequently used by clinicians to understand and assess the problem (i.e. peophilles 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?
 - d. **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.
 - e. **Other methods (i.e. medical tests)** found in the literature that has special significance for the assessment of this problem area.
- IV. Conclusion** that summarizes the knowledge discussed in the paper gives an example of how you will use this knowledge in your practice. Be specific here because I am looking for an assessment plan.

Suggestions for Background Work Needed to Develop the Assessment Notebook Paper

1. Obtain the empirical, research literature reviewing what are the most effective assessments and evaluation approaches for working with your problem area. You can discover this easily by reading reviews of the area, and doing a literature search in Psych Info for measures and assessments of the area. Certain books in social work may also be helpful to you such as the Jordan and Franklin book on the syllabus and the Corcoran & Walsh book on Assessment and diagnosis published by Oxford University Press or Fischer book on Clinical Measures. There is a library of assessment resources in the social work LRC including the Mental Measurement Year book.
2. Search out available assessment tools and procedures, and provide specific details on how to deliver to perform the assessment on your problem area.
3. Outline the procedures and outline and illustrate interview protocols, and question to ask the client.
Also
review assessment phases and instruments, stages or steps to follow in order to conduct a client assessment.
4. To improve your grade, practice filling out and scoring one the assessment measures and include in the notebook.
5. When appropriate consult experts in this area who may guide you to pre-existing assessment tools or clarify details of an assessment.

Criteria for Getting an Excellent Grade on the Assessment Notebook

In order to receive an excellent grade on the Assessment Notebook 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 notebook and use the assessment methods and you should be able to take the materials to your field placement and use it. Make the notebook something that will benefit your work. Here are the criteria I will be looking for in your assessment notebook:

- 1) **Did you cover all the material in the outline? Do not forget the questions to ask and the assessment instruments.**
- 2) **Did you demonstrate that you read the important assessment literature in this area? Do your citations indicate that you went beyond overview books, and Internet sites and looked at scholarly journal articles, treatment manuals, and assessment instrument review (s)?**
- 3) **Did you accurately describe the assessment methods in a way that you or another practitioner could read what you wrote and understand how to apply the intervention?**
- 4) **Was your assessment notebook well organized and well written? Does the presentation of information look good and is easy to follow?**
- 5) **Did you use appropriate case examples, and outlines and tables to capture how a practitioner would conduct and apply the assessment, including filling out a measure and scoring it?**
- 6) **Does your work express effort and creativity? Did you produce a product that is helpful and that you could use later in your practice? Tip: Would you be proud to show it to your potential employer in a job interview?**

COURSE GRADING CRITERIA:

Diagnostic Case Assessments:
25% each of final grade
(50% total)

Assessment Notebook :
50% of final grade

Total = 100%

Grading Scale for Graduate Students

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C- (Class failed/no credit: 73 and below)
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = 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 Exams

**March 4
April 1**

Assessment Notebook

April 29

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

VI. Class Policies

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students will lose 5 points for each day that an assignment is late. Any adjustments in due dates **MUST** be discussed with the instructor 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.
3. Social work practitioners assume responsibility for themselves. Therefore, it is expected that 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.
5. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
6. Because of the length and scope of this assignment students may work with one partner (but no more than one) and develop a joint intervention manual paper. If a joint paper is written it is expected that

each student will contribute equally to the research and writing of the paper. A summary of each student's contribution must be included along with the paper.

Course Schedule

Date	Description	Text / Readings
Week of 1/15	Introduction Overview of Syllabus Overview of Course	Read Syllabus
Week of 1/22	Introduction to Making Clinical Diagnosis: Assessment and Classification Systems DSM Multiaxial system Commonly Used Psychological Measures	DSM-IV-TR (pp. 1-27) Corcoran & Walsh, <i>Chapters 1 & 2</i> Brouillard, <i>Popular Psychological Tests</i> Graham, <i>Clinical Scales of the MMPI2</i> Millon & Davis, <i>Millon Clinical Multiaxial Inventory III</i> Millon & Davis, <i>Millon Adolescent Clinical Inventory III (MACI)</i> Koocher, <i>Assessing the Quality of a Psychological Test Report</i> Raskin & Lewandowski, <i>The construction of disorder as human enterprise</i> Jordan & Franklin, <i>Chapters 3 & 4</i>

<p>Week of 1/29</p>	<p>Biopsychosocial understanding of mental disorders.</p> <p>The brain and behavior and common mechanisms for understanding the effects of medications</p> <p>Mental Status Examination</p>	<p>Baker & Trzepacz, <i>Mental Status Examination</i></p> <p>Brown, <i>Discomforts of the Powerless: Feminist constructions of distress</i></p> <p>Corcoran & Walsh, <i>Chapter 16</i></p> <p>Jordan & Franklin, <i>Chapter 1 & 2</i></p> <p>Sperry, <i>Chapter 1</i></p>
<p>Week of 2/05</p>	<p>Notebook Preparation and Library Information Day</p>	<p>Summary of Treatments that Work Table from Nathan & Gorman (On-Line) for your usage.</p>
<p>Week of 2/12</p>	<p>Personality Disorders</p>	<p>DSM-IV-TR (685-730)</p> <p>Corcoran & Walsh, <i>Chapter 15</i></p> <p>Sperry, <i>Chapters 2-6</i></p>
<p>Week of 2/19</p>	<p>Personality Disorders</p>	<p>DSM-IV-TR (685-730)</p> <p>Jordan & Franklin, <i>Chapter 7</i></p> <p>Sperry, <i>Chapters 7-11</i></p>
<p>Week of 2/26</p>	<p>Disorders usually diagnosed in infancy, childhood or adolescence</p> <p>ADHD, OD & Conduct Disorders</p> <p>Medications used with children</p> <p>Diagnostic Case Exam I distributed in class</p>	<p>DSM-IV-TR (39-134)</p> <p>Corcoran & Walsh, <i>Chapters 3-6</i></p> <p>Jordan & Franklin, <i>Chapters 6 & 8</i></p> <p>Schatzberg & Nemeroff, <i>Treatment of childhood and adolescent disorders AND Stimulants in Psychiatry</i></p> <p>Hinshaw, Klein, & Abikoff, <i>Childhood ADHD Disorder</i></p> <p>Kazdin, <i>Psychosocial Treatments for conduct disorder</i></p>

<p>Week of 3/4</p>	<p>Substance Related Disorders</p> <p>The Elderly and Substance Abuse</p> <p>Eating Disorders</p> <p>Diagnostic Case Exam I Due</p>	<p><i>DSM TR (135-90)</i></p> <p><i>DSM IV TR (191-296)</i></p> <p>Pomeroy and Wambach, <i>Cognitive Disorders AND Drug Related Disorders</i></p> <p>Corcoran & Walsh, <i>Chapters 9 & 11</i></p> <p>Jordan & Franklin, <i>Chapter 9</i></p> <p>Schatzberg & Nemeroff, <i>Treatment of Substance Related Disorders</i></p> <p>Alvarez & Ruiz, <i>Substance abuse in the Mexican American population</i></p> <p>Vinton & Wambach, <i>Alcohol and drug use among elderly people</i></p> <p>DSM-IV-TR (583-678)</p> <p>Pomeroy & Wambach, <i>Eating disorders AND Sleep-related disorders</i></p> <p>Schatzberg & Nemeroff, <i>Treatment of eating disorders.</i></p> <p>Finney & Moos, <i>Psychosocial Treatment for Alcohol Use Disorders</i></p> <p>G. Terence Wilson & Fairburn, <i>Treatments for Eating Disorders</i></p>
<p>3/11</p>	<p>HAPPY SPRING BREAK!!!</p>	

Week of 3/18	Schizophrenia and other Psychotic Disorders	<p>DSM-IV-TR (297-344)</p> <p>Corcoran & Walsh, <i>Chapter 14</i></p> <p>Schatzberg & Nemeroff, <i>Antipsychotic medications. Atypical antipsychotics. Treatment of extrapyramidal side effects AND Treatment of Schizophrenia</i></p> <p>Kopelowicz, Liberman, Zarete, <i>Psychosocial Treatments for Schizophrenia</i></p>
Week of 3/25	<p>Mood Disorders</p> <p>Major Depressive Disorder</p> <p>Antidepressant Medications</p>	<p>DSM-IV-TR (345-428 cont'd)</p> <p>DSM-IV-TR (345-428)</p> <p>Corcoran & Walsh, <i>Chapter 10</i></p> <p>Schatzberg & Nemeroff, <i>Tricyclics and tetracyclics. Selective serotonin reuptake inhibitors. Monoamine oxidase inhibitors. Treatment of depression. AND Electroconvulsive therapy</i></p>
Week of 4/01	<p>Mood Disorders: Bipolar Disorder</p> <p>Prep for the In Class Exam</p>	<p>Corcoran & Walsh, <i>Chapter 13</i></p> <p>Schatzberg & Nemeroff, <i>Drugs for Treatment of Bipolar Disorder: Lithium. Antiepileptic drugs. Calcium channel antagonists as novel agents for the treatment of bipolar disorder. AND Treatment of Bipolar Disorder</i></p> <p>Craighead, et. al. <i>Psychosocial treatments for Major Depressive Disorder AND Psychosocial Treatments for Bi-polar Disorder</i></p>
Week of 4/8	In Class Case Exam	
4/15	Library day to work on Assessment Notebook	

4/22	PTSD and Obsessive Compulsive Disorders Anxiolytic Medications	DSM-IV-TR (429-484) DSM-IV-TR (519-534) Corcoran & Walsh, <i>Chapters 7 & 8</i> Schatzberg & Nemeroff, <i>Trazodone, Nefazodone, Bupropion, and Mirtazapine. Benzodiazepines. Nonbenzodiazepine anxiolytics. Venlafaxine.</i> Franklin & Foa, <i>Cognitive Behavioral Treatments for Obsessive Compulsive Disorders</i>
4/29	Class Evaluation and Wrap-up. Assessment Notebook due	

Websites for Finding Evidenced-Based Assessment and Practice Information

Practice Guidelines Available on-line
www.psychguides.com

The American Academy of Child and Adolescent Psychiatry Practice Guidelines. Available on line with subscription to the journal "Journal of Child and Adolescent Psychiatry"
www.AACAP.org

The Journal of Clinical Psychiatry Practice Guidelines: Available on-line with subscription to the journal.
www.psychiatrist.com

The American Psychiatric Association up-dates their practice guidelines and these can be seen on line
www.apa.org/psych_pract/treatg/pg/prac_guide.cfm.

The American Psychological Association publishes Practice Guidelines and Guidelines for interpreting the Plethora of Guidelines that exist.

www.apa.org

The Journal Clinical Evidence is an on-line journal that helps clinicians decide on what works for what disorder.

www.clinicalevidence.org/ceweb/conditions/index.jsp

The Up-date, Clinical Update

www.uptodate.com

The National Institute of Mental Health (NIMH)

www.nimh.nih.gov/

The Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov/

Campbell Collaboration

www.CampbellCollaboration.org

Cocharan Collaboration

www.Cocharanecollaboration.org

Bibliography

Required Books:

American Psychiatric Association (APA). (2000). *Diagnostic and statistical manual of mental disorders* (4th Edition, Text Revision). Washington, DC: Author.

Jordan, C. & Franklin, C. (2003). *Clinical assessment for social workers*. Chicago: Lyceum Press

Pomeroy, E. & Wambach, K. (2003). *The clinical assessment workbook*. Pacific Grove, CA: Brooks/Cole.

Sifton, D. W., Connor, E. P., Murray, L. & Kelly, G. L. (Eds.). (2002). *PDR Drug Guide for Mental Health Professionals*. Montvale, NJ: Thomson Medical Economics.

Sperry, L. (2003). *Handbook of diagnosis and treatment of DSM IV-TR Personality Disorders, Second, edition*. New York: Brunner, Routledge.

Recommended Book:

Fischer, J. (2007) *Measures for Clinical Practice and Research: Couples, families, and children: A sourcebook*. Oxford University Press.

Nathan, P.E. & Gorman, J.M. (2002). *Treatments that work, second edition*. New York: Oxford University Press

Pdr Staff (Eds.). (2004). *Physicians' Desk Reference*. Montvale, NJ: Thomson Medical Economics.

Required Readings On-Line

- Alvarez, L.R. and Ruiz, P. (2001). Substance abuse in the Mexican American population. In S.L.A. Straussner (Ed.) *Ethnocultural factors in substance abuse treatment*. New York: Guilford Press.
- Baker, R.W. and Trzepacz, P.T. (1998). Mental status examination. In G.P. Koocher, J.C. Norcorss, and S.S. Hill III (eds.) *Psychologists desk reference*. New York: Oxford University. pp 6-11.
- Brouillard, P. (1998). Popular psychological tests. In G.P. Koocher, J.C. Norcorss, and S.S. Hill III (eds.) *Psychologists desk reference*. New York: Oxford University. pp. 176-181.
- Brown, L.S. (2000). Discomforts of the powerless: Feminist constructions of distress. In R.A. Neimeyer & J.D. Raskin (eds) *Constructions of disorder*. pp. 287-308.
- Graham, J.R. (1998). Clinical scales of the MMPI-2. In G.P. Koocher, J.C. Norcorss, and S.S. Hill III (eds.) *Psychologists desk reference*. New York: Oxford University. pp. 117-121
- Jordan, C. & Franklin, C. (1995). *Clinical assessment for social workers*. Chicago: Lyceum Press.
[Chapters: Children & Adolescents, Family Systems, Assessment Models]
- Koocher, G.P. (1998). Assessing the quality of a psychological testing report. In G.P. Koocher, J.C. Norcorss, and S.S. Hill III (eds.) *Psychologists desk reference*. New York: Oxford University. pp.169-171.
- Millon, T. & Davis, R.D. (1998). Millon Clinical Multiaxial inventory (MCMI-III). In G.P. Koocher, J.C. Norcorss, and S.S. Hill III (eds.) *Psychologists desk reference*. New York: Oxford University. pp. 142-148.
- Millon, T. & Davis, R.D. (1998). Millon Adolescent Clinical Inventory (MACI). In G.P. Koocher, J.C. Norcorss, and S.S. Hill III (eds.) *Psychologists desk reference*. New York: Oxford University. pp. 162-168.
- Raskin, J.D., & Lewandowki, A.M. (2000). The construction of disorder as human enterrise. In R.A. Neimeyer & J.D. Raskin (eds) *Constructions of disorder*. pp. 15-40.
- Vinton, L. & Wambach, K.G. (2001). Alcohol and drug use among elderly people. In C.A. McNeece and D.M. DiNitto. *Chemical dependency: A systems approach*. Boston: Pearson Education, Inc.